2006-07 Annual Report

to the Ministry of Advanced Education

April 2007

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

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BCCAT

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Prepared by BCCAT staff members.
Project Coordinator: Ms. Valerie Yorkston, Executive Assistant to the Council.
Editor: Dr. Devron Gaber, Associate Director.
Dr. Frank Gelin, Executive Director & Co-Chair.

709 – 555 Seymour Street
Vancouver BC Canada V6B 3H6
bccat.bc.ca | admin@bccat.bc.ca
t 604 412 7791 | f 604 683 0576

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

April 2007

Dr. Moura Quayle
Deputy Minister
Ministry of Advanced Education
PO Box 9884, Stn Prov Gov't
Victoria, BC V8W 9T6

Dear Dr. Quayle:

On behalf of the BC Council on Admissions and Transfer, we are pleased to present the *2006-07 Annual Report*. This report details the ways in which the Council has carried out its mandate and addressed the expectations of the Ministry of Advanced Education as expressed in the management letter dated February 23, 2006: that "BCCAT continue in its valuable role in facilitating student transfer and admission between colleges, university colleges, institutes, and universities."

A major focus of BCCAT this year was the redesign and launch of BCCAT.bc.ca. This involved implementing a number of enhancements to enable users to navigate the site and locate publications and resources more easily, refreshing the overall look and feel of the site, and giving direct and prominent access to our key web resources, Education Planner and BC Transfer Guide. These two sites were also updated to ensure harmonization and to promote recognizability of BCCAT resources for students seeking a variety of tools or information. Enhancements were added to BCTransferGuide.ca and EducationPlanner.bc.ca, enabling students to create personalized accounts for storing customized searches and plans.

The Council continued to lead discussions on issues involving degree recognition in the national context. Having presented the issue in detail in a discussion paper which was published and distributed in June 2006, BCCAT staff also participated in a national symposium in Ontario. Through such efforts and following productive discussions, the Council of Ontario Universities has issued a formal statement of assurance that all applicants to Ontario university graduate and professional programs are considered for admission on an individual basis and based on merit.

BCCAT took a major step forward in its consultation on the potential recalibration of the transfer system and expansion of the BC Transfer Guide. The report on the exploration of this issue to date has been completed, and the current status of this project is outlined in Appendix C of this report.

Public/private articulation and the assurance of quality control remains a central focus for the Council. This year, we undertook a major review of the document, *Policy and Processes under which a Private Degree-Granting Institution Articulates Approved Degree Programs within the BC Transfer System*, which resulted in substantial revisions. In addition, we inducted new "program members" into the BC Transfer System and we continue to offer our assistance in responding to a variety of enquiries and concerns from both private and public institutions.

Through integration and collaboration with the Student Transitions Project (STP), the Council was able to take a more systematic approach to data collection, analysis, and reporting on student mobility. Developments this year have been encouraging; institutional data for BCCAT research is now being collected for the first time through the regular STP process, and virtually all post-secondary institutions now regularly validate Personal Education Numbers (PENs) through the Ministry of Education for applicants and registrants.

Finally, the invitation for input to the *Campus 2020: Thinking Ahead* consultation provided the Council with the opportunity to articulate a vision for the future of those aspects of BC's post-secondary system that relate to our mandate. The resulting document was published as a *Special Report* and was distributed widely throughout the system.

As we look back over these developments, we are encouraged by the evident strength of collaborative efforts in addressing many of the issues facing admissions and transfer in BC. We remain appreciative of the support we receive from all sectors of the system, and we look forward to continuing to work together to facilitate students moving through the BC post-secondary system.

Yours sincerely,

Dr. Frank Gelin, Co-Chair and Executive Director

Dr. Dan Birch, Co-Chair

TABLE OF CONTENTS

1 THE COUNCIL 9

1.1 Council Members (2006-07) 9

1.2 Meetings 10

1.3 Committees 10

1.4 Staff 10

1.5 Chart of Major Activities 11

2 2006-07: KEY DEVELOPMENTS 12

2.1 BCCAT Websites: Improvements and Harmonization 12

2.2 Campus 2020: BCCAT Submission 12

2.3 Recalibrating the BC Transfer System: Consultation Report 12

2.4 Student Engagement Research 12

2.5 Private Degree-Granting Institutions: Policy Review 13

2.6 Degree Recognition 13

2.7 Student Mobility Research: Integration with the Student Transitions Project (STP) 13

3 THE BC TRANSFER SYSTEM 14

3.1 Institutions in the BC Transfer System 14

3.2 Institutional Contact Persons (ICPs) and Transfer Credit Contacts (TCCs) 15

3.3 System Facilitation 15

3.4 Associate Degrees - Transfer Information 15

4 TRANSFER AND ARTICULATION 16

4.1 Transfer and Articulation Committee 16

4.2 Articulation Committees 16

4.3 System Consultation: Recalibrating the BC Transfer System 17

4.4 Public/Private Articulation 17

4.5 Transfer Innovations (TI) and Transfer and Articulation (TAP) Projects 18

4.6 Other Articulation Projects 20

4.7 Inter-Institutional Articulation Issues 20

5 ADMISSIONS 22

5.1 Admissions Committee 22

5.2 Student Transitions Project 22

5.3 Admissions Committee Projects 23

6 RESEARCH 28

6.1 Research Committee 28

6.2 Research Projects 28

7 BCCAT WEBSITES 30
7.1 BCCAT.bc.ca 30
7.2 EducationPlanner.bc.ca 30
7.3 BCTransferGuide.ca 32
8 BCCAT COMMUNICATIONS 35
8.1 BCCAT Publications 35
8.2 Redesign/Harmonization Project 35
8.3 Marketing Strategy 35
9 SYSTEM COLLABORATION 36
9.1 Ministries, Agencies, Groups, and Organizations in BC 36
9.2 Out-of-Province, National, and International Organizations 39
APPENDIX A 2006-07 PUBLICATIONS AND RESOURCES 41
APPENDIX B CAMPUS 2020: BCCAT SUBMISSION 43
APPENDIX C RECALIBRATION CONSULTATION (UPDATE) 47
APPENDIX D PRIVATE DEGREE-GRANTING INSTITUTIONS (REVISED POLICY) 49
APPENDIX E DEGREE RECOGNITION (DISCUSSION PAPER) 54
APPENDIX F COU STATEMENT 57
APPENDIX G ALBERTA/BC TRANSFER PROTOCOL 59
APPENDIX H PCCAT TERMS OF REFERENCE (DRAFT) 62

1 THE COUNCIL

The BC Council on Admissions and Transfer (BCCAT) was established by the Minister of Advanced Education and Job Training in 1989, and its members are appointed by the Minister of Advanced Education. The mandate of the Council is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. The Council executes its mandate without any legislative or regulatory authority, which is a critical factor that enables it to successfully motivate inter-institutional collaboration. Specifically, the Council encourages institutions to develop policies and practices that facilitate student mobility, the admission process for direct entry and transfer students, and transferability of post-secondary credit courses. The Council provides online resources for students, such as the BC Transfer Guide and Education Planner, and for faculty and institutions, such as articulation handbooks. BCCAT also mediates transfer disputes, recommends practices designed to eliminate undue barriers to transfer, and commissions research into the overall effectiveness of the provincial transfer environment.

1.1 Council Members (2006-07)

Name	Title/Institution	Representing (sector)
Dr. Dan Birch	VP *emeritus*, Academic & Provost, University of British Columbia, and Consultant, Janet Wright & Associates Inc.	*Council Co-Chair*
Dr. Frank Gelin	Executive Director, BC Council on Admissions & Transfer	*Council Co-Chair*
Dr. Margaret Anderson	Professor, University of Northern British Columbia	*University Faculty (until Aug. 31/06)*
Dr. Lesley Andres	Associate Professor, Dept. of Educational Studies, University of British Columbia	*University Faculty (from Sept. 1/06)*
Dr. James Anglin	Associate VP, Academic, & Director of International Affairs, University of Victoria	*Public Post-Secondary Institutions*
Mr. James Cooke	VP, Student & Institutional Support, Capilano College	*Public Post-Secondary Institutions*
Dr. Linda Coupal	Associate Professor, School of Leadership Studies, Royal Roads University	*University Faculty (from Sept. 1/06)*
Mr. John DeGrace	Secretary/Registrar, University of Northern British Columbia	*Public Post-Secondary Institutions*
Dr. Lou Dryden	President, North Island College	*Public Post-Secondary Institutions*
Dr. Martin Gerson	Dean of Instruction, Langara College	*Public Post-Secondary Institutions (from Sept. 1/06)*
Ms. Jody Gordon	Director, Enrolment Services & Registrar, Kwantlen University College	*Public Post-Secondary Institutions (from Sept. 1/06)*
Mr. Tom Grant	Associate Superintendent, Vancouver School Board	*Secondary School Superintendents*
Mr. Bob Harris	Counsellor, College of New Caledonia	*College Faculty*
Dr. Paul Harrison	Associate Dean of Science, University of British Columbia	*Public Post-Secondary Institutions*
Ms. Karin Kaercher	Instructor, Criminal Justice, Camosun College	*College Faculty*
Dr. Bill Krane	Associate VP, Academic & Associate Provost, Simon Fraser University	*Public Post-Secondary Institutions*
Dr. David Leeming	Professor *emeritus*, University of Victoria	*University Faculty (until Aug. 31/06)*
Dr. Lorna McCallum	Dean, Language, Literature & Performing Arts, Douglas College	*Public Post-Secondary Institutions (until Aug. 31/06)*
Ms. Janice Morris	Student, University of British Columbia	*Students*
Ms. Heather Schneider	Regional Dean, Central Okanagan, Okanagan College	*Public Post-Secondary Institutions*
Mr. Tim Segger	VP, Administration, University College of the Fraser Valley	*Public Post-Secondary Institutions*
Dr. David Sylvester	President & CEO, Corpus Christi College	*Private Post-Secondary Institutions*

1.2 Meetings

The Council held its 79th meeting in June 2006 at the BCIT downtown campus. In September 2006, members gathered at Thompson Rivers University in Kamloops, where they were informed of recent developments and the considerable expansion underway at the university. In December 2006, the meeting was held at the BCIT downtown campus and in March 2006, the meeting was hosted by Corpus Christi College in the facilities at the nearby Vancouver School of Theology, where members learned about the collaboration of theological colleges on the UBC campus, leading to the development of a consortium. Approved minutes are available on the BCCAT website at www.bccat.bc.ca/publications, and general information regarding the Council is available at www.bccat.bc.ca/council.cfm.

1.3 Committees

The work of the Council is carried out by five main standing committees:

- Admissions Committee
- Education Planner Advisory Committee
- Institutional Contact Persons
- Research Committee
- Transfer and Articulation Committee

These committees are comprised of Council members and others appointed from within the post-secondary and secondary systems. They are responsible for overseeing many of the projects and activities outlined in this report. Advisory and task-specific groups are established as needed. The mandate and membership of each committee (and any related groups or sub-committees) are detailed in the relevant sections of this report.

1.4 Staff

The day-to-day operational work of the Council is carried out by the following staff members:

- Frank Gelin, Executive Director & Co-Chair
- Finola Finlay, Associate Director
- Devron Gaber, Associate Director
- Jean Karlinski, Admissions, Finance & Research Assistant
- Stephanie Oldford, Transfer & Articulation Assistant
- Mike Winsemann, Transfer & Technology Coordinator
- Valerie Yorkston, Executive Assistant to the Council

1.5 Chart of Major Activities

[See the following page for a summarized outline of the Council's major activities.]

Chart of Major Activities

Admissions & Research

ADMISSIONS (Key Tasks)
- examine admissions policies and practices
- collect and disseminate comparative information
- carry out research on admissions, access, and student mobility
- encourage information sharing among institutions on enrolment planning
- assist with admissions issues concerning collaborative online learning
- assist with admissions issues and information related to secondary/post-secondary transitions
- work in collaboration with the Student Transition [illegible]ject
- promote [illegible]-provincial credential recognition

RESEARCH (Areas of Study)
- policy reviews
- transfer student profiles and studies
- student surveys (outcomes)
- retention and attrition
- patterns of student mobility
- transfer rates
- transfer administrative processes
- applications, admissions, and registrations
- overall transfer effectiveness

Transfer & Articulation

Transfer Policy
- Principles and Guidelines for Transfer
- Private Degree-Granting Institutions Policy

Transfer Credit Evaluation System (TCES)/ BC Transfer Guide
- maintain and update TCES
- train system users
- publish and maintain BC Transfer Guide database

BC Transfer System
- provide information on system membership
- develop policy on expansion
- liaise with other transfer jurisdictions (Canada, US, etc.)
- enhance inter-provincial transfer
- serve on Degree Quality Assessment Board
- host Annual Meeting of Institutional Contact Persons

System Collaboration
- with institutions, agencies, system committees, and the Ministry

Articulation Committees
- produce and distribute *Articulation Committee Companion*
- receive and review minutes
- assist committees in appointing System Liaison Persons
- host Annual Meeting of Chairs and System Liaison Persons

Articulation Resources
- produce and distribute *How to Articulate* handbook
- maintain transfer-friendly course outline form and related resources
- assist with articulation issues (including non-traditional articulation)
- publish articulation-related reports
- mediate articulation disputes

Improving Articulation
- support articulation projects through Transfer Innovation (TI) and Transfer & Articulation Project (TAP) grants
- publish project reports
- implement new articulation agreements
- maintain/update new pathways, grids, guides, or block transfer agreements
- provide training or workshops on articulation
- develop initiatives with BCcampus

Websites & Communications

Websites
- maintain and update BCCAT websites (*BCCAT.bc.ca, BCTransferGuide.ca,* and *EducationPlanner.bc.ca*)
- enhance websites as appropriate
- Education Planner:
  - establish and monitor contracts for content and technology
  - integrate or collaborate with other student-focused websites
  - consult with advisory committee

Communications/Publications
- raise awareness of BCCAT, key resources, and the BC Transfer System
- provide student-focused information and resources
- Student Advising: transfer information, reply to queries, FAQs, Advisor newsletter, and work with advisors.
- Publications: newsletters, research, reports/summaries, policy discussion papers, brochures, handbooks, special reports, and the annual report.

NOTE: In addition to the tasks outlined in this chart, as of June 2005, the Council has been providing secretariat services for the Irving K. Barber BC Scholarship Society.

MANDATE: The mandate of the British Columbia Council on Admissions and Transfer is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. Specifically, the Council (a) encourages institutions to develop policies and practices regarding the transferability of post-secondary credit courses so that credit granted at one institution can be applied toward credentials at other institutions, and (b) examines issues concerning capacity, demand, and student mobility, and recommends policies and practices related to the admission process for direct entry and transfer students. The Council's collaborative approach to the planning and administration of policies, practices, and projects helps to ensure an accessible and responsive system.

COUNCIL: The Council has no legislative or regulatory authority and is funded annually by the Ministry responsible for post-secondary institutions. Council members are selected from the education system and appointed by the Minister. They strive to achieve the mandate of the Council by serving the overall best interests of the system and do not formally represent any specific institution or constituency with which they are affiliated.

COMMITTEES: The Council carries out its work with the assistance of a number of standing committees, whose members are drawn from the post-secondary system: Admissions Committee, Education Planner Advisory Committee, Institutional Contact Persons, Research Committee, and Transfer and Articulation Committee. Advisory and task-specific groups are established as needed.

Last Revised: 4/16/2007

2 2006-07: KEY DEVELOPMENTS

2.1 BCCAT Websites: Improvements & Harmonization[1]

a) Launch of new BCCAT website

BCCAT continued to make improvements to its family of web resources in 2006-07. In November, we launched a thoroughly redesigned organizational website at BCCAT.bc.ca. The technologies used to develop the new site are built with the idea of further expansion in the future, to enable BCCAT's users to customize the site to their needs.

b) Personalization of BCTransferGuide.ca and EducationPlanner.bc.ca

MyEdPlanner, launched in EducationPlanner.bc.ca in November, allows users to create an account, save programs to their profile, and create personal education and financial plans to help map their post-secondary goals. MyEdPlanner was extended to BCTransferGuide.ca in February to allow users to save their transfer searches and create their own customized BC Transfer Guide, using the same user account.

c) Harmonization of BCCAT Web Resources

With the launch of the new BCCAT website, BCCAT also redesigned its other two websites, BCTransferGuide.ca and EducationPlanner.bc.ca, to harmonize the look and feel of all three web resources. The goal of this project was to better enable users of these websites to recognize BCCAT as the service provider and to provide a useful bridge across the sites for students seeking further information or resources. BCCAT continues to see increases in user traffic to these sites.

2.2 Campus 2020: BCCAT Submission

This year, with the participation of Council members, BCCAT staff prepared a submission to the Campus 2020 review detailing matters related closely to BCCAT's mandate. The paper described an ideal post-secondary system in 2020 and went on to discuss five critical areas related closely to BCCAT's mandate that should be addressed to help realize this ideal system. The submission was published in February 2007 as a Special Report and is available at www.bccat.bc.ca/pubs/BCCAT2020.pdf.[2]

2.3 Recalibrating the BC Transfer System: Consultation Report

In 2006-07, BCCAT completed a major phase of its investigations into the question of how best to expand transfer information and determine appropriate models to address the challenges presented by the increasing complexity of the post-secondary system. A system-wide consultation carried out in 2005-06 invited feedback on a discussion paper entitled *Recalibrating the BC Transfer System*, which explored this issue in detail. The final report is available on the web at www.bccat.bc.ca/pubs/recalibration.pdf and a summary outlining the current status of this project is provided in Appendix C of this report.[3]

2.4 Student Engagement Research

This research was carried out in conjunction with the Student Engagement Survey of Arts & Science students undertaken by the University of British Columbia in 2005. This particular study focused on BC transfer students to assess whether there were discernable, significant, or meaningful differences between the levels of engagement of BC transfer students compared to direct entry students, and also compared to the overall survey population. Findings revealed that the levels of academic engagement for transfer students were higher than for direct entry students, although levels of social engagement were not as high. The report and summary are available at www.bccat.bc.ca/pubs/ubcengagement05.pdf and www.bccat.bc.ca/pubs/rr_dec06.pdf respectively.[4]

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[1] See Section 7 for details regarding BCCAT website developments.
[2] See Section 9.1.a for a description of the contents of the submission.
[3] See Section 4.3 for further details regarding this consultation.
[4] See Section 6.2.c for more details on this research.

2.5 Private Degree-Granting Institutions: Policy Review

This year, BCCAT carried out a major review of the policy document, *Policy and Processes under which a Private Degree-Granting Institution Articulates Approved Degree Programs within the BC Transfer System*, which was originally developed in 2004-05. As a result, the policy underwent substantial revisions. The revised document, now re-titled *Private Degree-Granting Institutions Policy*, is available online at www.bccat.bc.ca/pubs/private.pdf.[5]

2.6 Degree Recognition

In 2006-07, BCCAT continued to address issues pertaining to degree recognition and, in particular, concerns that graduates from BC institutions that have authority to grant baccalaureate degrees but are not members of the Association of Universities and Colleges of Canada (AUCC) were not being considered for entry to graduate or professional programs by some Ontario universities. BCCAT staff published a discussion paper on this topic, which is available online at www.bccat.bc.ca/pubs/degreerecognition.pdf. Staff members shared drafts of the paper with a variety of people working in post-secondary education inside and outside BC, and spoke at a national symposium in Toronto. As a result of this symposium and in light of other discussions on this topic, the Council of Ontario Universities (COU) developed and adopted a formal position intended to address constructively this controversial topic.[6]

2.7 Student Mobility Research: Integration with the Student Transitions Project (STP)

BCCAT was able to make good progress in 2006-07 in building a systematic approach to data collection and reporting on student mobility. The work on student mobility research occurred as part of the Admissions Committee Work Plan and in partnership with the Student Transitions Project (STP). The STP is a collaborative effort between the Ministries of Education and Advanced Education and BC public post-secondary institutions to link data about students in the province's public post-secondary and K-12 education systems in order to answer research questions on student transitions. The STP is managed by a Steering Committee with members from the two Ministries, post-secondary institutions, and BCCAT. In 2006-07, the projects in the Admissions Committee Work Plan with a focus on student mobility became part of the STP Work Plan.

One of the projects undertaken as part of the STP Work Plan represented the first study on the movement of K-12 graduates *among* public post-secondary institutions over a multi-year period. The project is designed to glean information on graduates, transitions, retention, drop outs, stop outs, and concurrent enrolments. A second project was the continuation of the work done by BCCAT over the last two years by determining the number of potential transfer students in colleges, university colleges, and institutes in Fall 2006 and their subsequent enrolment in 2007 in a university with transfer as the basis of admission. Results of both of these research projects will be released early in the 2007-08 fiscal year.

Several important gains were made this year in terms of developing a systematic approach to mobility research, which is a key long range goal of BCCAT. First, institutional data for the BCCAT studies were collected for the first time through the regular STP submission process. Second, most post-secondary institutions have begun to validate Personal Education Numbers (PENs) through the Ministry of Education (MOE) for applicants, which is a necessary prerequisite to the ability to do expanded applicant flow studies in the future. Third, most post-secondary institutions have changed internal processes and are submitting both registrant and applicant data several times a year to MOE for PEN validation. These developments will go a long way to ensuring regular data analysis and reporting on student mobility so that institutions and government can rely on this information for planning purposes.[7]

[5] See section 4.4.a for details. This policy document is provided in Appendix D of this report.
[6] See Section 5.3.g for a more complete description of efforts in this area.
[7] See Sections 5.2 & 5.3 for details.

3 THE BC TRANSFER SYSTEM

3.1 Institutions in the BC Transfer System

The BC Transfer System consists of the provincial public post-secondary education institutions, and also includes Yukon College and those private institutions and programs which have been approved to participate through a provincial quality assessment process. The following institutions comprise the BC Transfer System.[1] [2]

COLLEGES	Camosun College *(Victoria)* Capilano College *(North Vancouver)* College of New Caledonia *(Prince George)* College of the Rockies *(Cranbrook)* Douglas College *(New Westminster)* Langara College *(Vancouver)* North Island College *(Courtenay/Comox)* Northern Lights College *(Dawson Creek)* Northwest Community College *(Terrace)* Okanagan College *(Kelowna)* Selkirk College *(Castlegar)* Vancouver Community College *(Vancouver)* Yukon College *(Whitehorse)*
UNIVERSITIES	Royal Roads University *(Victoria)* Simon Fraser University *(Burnaby)* Thompson Rivers University *(Kamloops)* Thompson Rivers University – Open Learning *(Burnaby)* University of British Columbia *(UBC Vancouver & UBC Okanagan)* University of Northern British Columbia *(Prince George)* University of Victoria *(Victoria)*
UNIVERSITY COLLEGES	Kwantlen University College *(Surrey)* Malaspina University-College *(Nanaimo)* University College of the Fraser Valley *(Abbotsford)*
INSTITUTES	British Columbia Institute of Technology *(Burnaby)* Emily Carr Institute of Art & Design *(Vancouver)* Institute for Indigenous Government *(Burnaby)* Justice Institute of British Columbia *(New Westminster)* Nicola Valley Institute of Technology *(Merritt)*
PRIVATE INSTITUTIONS	Columbia College *(Vancouver)* Coquitlam College *(Coquitlam)* Corpus Christi College *(Vancouver)* Trinity Western University *(Langley)*
PROGRAM MEMBERS	Alexander College *(previously Vancouver Central College)* Fairleigh Dickinson University Sprott-Shaw Community College Quest University Canada University Canada West

[1] While many of these institutions have more than one campus, this list includes only the main campuses.
[2] "Program members" are those institutions which have had certain degree programs approved for articulation within the BC Transfer System. As of February 2007, Lansbridge University was removed from this list. See Section 4.4.a for details.

3.2 Institutional Contact Persons (ICPs) and Transfer Credit Contacts (TCCs)

Institutional Contact Persons (ICPs) are valuable links between BCCAT and institutions throughout the BC Transfer System. The ICP Committee is composed of institutional representatives who advise BCCAT on administrative matters related to transfer. As well, they provide and check information on all transfer agreements, and they act as vital conduits for transfer-related information.

The Annual Meeting of ICPs is an important opportunity to connect with these individuals in person. The last meeting was held on April 21, 2006, with a total of 56 participants. The agenda for the day included (a) institutional updates, (b) a report on developments to the BC Transfer Guide and the Transfer Credit Evaluation System, (c) a presentation by representatives from the International Baccalaureate Organization, (d) updates on research developments regarding student mobility, (e) discussion regarding the issues surrounding credential recognition, and (f) presentation and discussion on a system-wide consultation examining potential approaches to recalibrating the BC Transfer System. A list of current ICPs is available on the BCCAT website at www.bccat.bc.ca/icp.cfm.

Transfer Credit Contacts (TCCs) are individuals involved on the "front line" of transfer and articulation at their institutions. As such, they provide constructive and valuable assistance to BCCAT, through interaction with the Transfer & Technology Coordinator, on logistical issues related to the processing of articulation agreements and maintenance of the Transfer Credit Evaluation System (TCES). Some TCCs also participate in the Annual Meeting of ICPs, due to their significant level of involvement with the Transfer Guide and TCES.

3.3 System Facilitation

Every year, BCCAT responds to enquiries raised by institutions which may have transfer implications and require policy development or advice on process or best practices. This can often involve considerable research and/or consultation. However, BCCAT staff members are pleased to support the system by responding to enquiries efficiently and competently, and consider it part of our mandate.

This year, at the request of the BC Associate Registrars and Managers Association (BCARMA), BCCAT hosted a day-long workshop on "Best Practice in Transfer Credit Administration." This workshop was well attended and very successful. It focused on aspects of transfer credit administration of vital interest to institutions but outside the purview of BCCAT, such as transfer of credits earned outside BC. It is hoped that it will become an annual event, with organization in the future being managed by BCARMA rather than by BCCAT.

Staff members also conducted two seminars for institutions: a *How to Articulate* seminar at the IIG, and a workshop on *Becoming a Receiving Institution* for Douglas College. In addition, we participated in a UBC colloquium on new degrees and new degree-granting institutions.

3.4 Associate Degree – Transfer Information

In recent years, and largely by default, it has fallen to the Council to provide support and information regarding the associate degree. This involves dealing with a range of issues pertaining to this provincial credential. Every year the Council receives and responds to numerous enquiries, such as requests for advice on institutional policy or clarification of requirements. BCCAT recently compiled information on the number of associate degrees awarded by BC institutions over the last 13 years, up to and including 2005-06. The report is available online at www.bccat.bc.ca/pubs/assocawards06.pdf.[3]

[3] See 6.2.e for further details.

4 TRANSFER AND ARTICULATION

4.1 Transfer and Articulation Committee

The Transfer and Articulation Committee (TAC) reviews and approves all Transfer Innovations (TI) and Transfer and Articulation Projects (TAP), and any relevant research projects. The Committee approves all new articulation committees, convenes the annual meeting of Articulation Chairs and System Liaison Persons, assists with the resolution of transfer controversies, and provides advice to Council on matters related to public/private articulation and the expansion of the BC Transfer System.

Committee Members:

Martin Gerson (Chair)	Dean of Instruction, Langara College.
Karen Evans	Dean, Community Access, Business and Information Technology, University College of the Fraser Valley.
Louis Giguère	Interim Provost and Dean of Arts and Science, Thompson Rivers University – Open Learning.
Norbert Haunerland	Professor, Dept. of Biological Sciences, Simon Fraser University.
Kathleen Kielly	Deputy Registrar, University of Northern British Columbia.
Trevor Toone	Principal, Columbia College.
Ian Cavers	Associate Dean of Science, Curriculum and Learning, University of British Columbia.
Gillian Crowther	Division Chair, Capilano College.
Don Gillingham	Dean of Trades, Technology and Tourism, North Island College.
Tim Haskett	Director, Academic Advising Centre, Faculties of Humanities, Science, and Social Sciences, University of Victoria.
Tim Segger	VP, Administration, University College of the Fraser Valley.
Rain Zuo	Student, Langara College.

4.2 Articulation Committees

There are 70 articulation committees currently approved by BCCAT, all of which operate under the general aegis of the TAC. The Transfer and Articulation Assistant assumes general responsibility for these committees, communicating with them, disseminating information, and ensuring they have the support and resources they require to operate effectively.

a) Articulation Committee Issues

Staff members attended a number of articulation committee meetings this year and also responded to requests for information and support from several committees. The Adult Basic Education (ABE) and Industry Training Authority (ITA) related committees in particular have concerns about their roles, given recent provincial discussions about developmental education and the evolving role of the ITA. BCCAT acted as a resource for several committees considering inviting private institutions to participate in their meetings.

This year BCCAT has once again taken up the task of requesting that the Ministry of Education renew funding for K-12 representatives to attend articulation committee meetings, but there has been no decision made at time of writing. Staff also attended a Ministry of Education focus session on the new graduation program in mathematics.

b) The Annual Meeting of Articulation Chairs and SLPs

This annual meeting was held on February 2nd. It was well attended (approximately 100 people) and covered a variety of topics, including a session reporting on the results of a survey of articulation chairs and SLPs; a How to *Articulate* workshop; special sessions for ABE and ITA-related committees; demonstrations of new BCCAT products; and updates on student mobility research, *Recalibrating the Transfer System*, and BCCAT's priorities for the Campus 2020 report.

c) Articulation Resources

A revised edition of the the Articulation Committee Handbook, retitled *The Articulation Committee Companion*, was produced this year, and the articulation section of the BCCAT website was completely overhauled, resulting in significantly improved access to resources and information for articulation committees. It is hoped that this new resource will become increasingly helpful to articulation committees and that, in time, they will be able to contribute to content independently.

4.3 System Consultation: *Recalibrating the BC Transfer System*

In 2005-06, BCCAT engaged in a major consultation to determine how best to expand transfer information and to identify models to address the evolving nature of the post-secondary system. Specifically, the consultation sought feedback on the question of expanding transfer agreements to reflect the reality that institutions increasingly both send and receive transfer students and that students transfer in a variety of directions (public/private, in and out-of-province) and programs (academic, career and vocational).

This consultation took place between November 2005 and May 2006 and focused on issues identified in a Discussion Paper entitled *Recalibrating the BC Transfer System*. Feedback on this paper was sought through numerous mechanisms, online and face-to-face, with the eventual participation of 250 individuals, supplemented by an additional 146 responses to an online student survey. A final report with recommendations for action/next steps was approved by Council at the October meeting and is located at: www.bccat.bc.ca/pubs/recalibration.pdf. A concise summary of the status of the Recalibration project as of April 2007 can be found in Appendix C of this report. This summary shows progress to date on the recommendations and indicates which ones will form part of next year's work plan.

4.4 Public/Private Articulation

The Council's mandate includes responsibility for coordinating articulation between private and public institutions. Accordingly, BCCAT has been active in 2006-07 on a number of fronts.[1]

a) Articulation with Private Degree-Granting Institutions

In 2004-05, BCCAT developed a new *Policy and Processes under which a Private Degree-Granting Institution Articulates Approved Degree Programs within the BC Transfer System*. This year, after two and a half years of experience with the policy, BCCAT undertook a major review, which resulted in several substantive revisions, including:

- introduction of a probationary period;
- strengthening the provisions under which program membership may be revoked or suspended;
- invocation of a "duty to inform" and to a process for requesting reconsideration; and
- expansion of the Letter of Assurance to include an emphasis on the institution's responsibility to be informed and to conform to the norms and standards of the BC Transfer System.

The new policy, retitled *Private Degree-Granting Institutions Policy*, can be found online at www.bccat.bc.ca/pubs/private.pdf.[2]

[1] Refer to Section 9.1.c for information on activities related to the Degree Quality Assessment Board.

[2] This policy document is provided in Appendix D of this report.

This year, new programs offered by Alexander College, Fairleigh Dickinson University, and Quest University Canada were added to the list of Program Members of the BC Transfer System. Lansbridge University was removed from the list as a result of revocation of Minister's Consent. Two institutions received formal letters from the Council to express concern regarding marketing activities which were deemed to be potentially misleading to students. Both institutions indicated that they would make every effort to rectify the problems identified and to ensure that they would not re-occur.

b) Facilitating Private/Public Articulation

BCCAT staff responded to numerous phone calls and emails requesting information on matters relating to public/private articulation. While these enquiries came most often from private institutions, several requests for information and assistance also came from within the BC Transfer System, inciuding from articulation committees, and from one public institution that is formulating a public/private articulation institutional policy. Staff provided assistance to a public college that was negotiating a block transfer agreement with two private institutions. Staff members also met with the BC Career Colleges Association to continue dialogue about the potential of facilitating articulation agreements with private career colleges.

4.5 Transfer Innovations (TI) and Transfer and Articulation (TAP) Projects

Transfer Innovations (TI) projects are undertaken by articulation committees with funding provided by BCCAT. Projects focus on a particular program or discipline and are designed to improve transfer by recommending innovative approaches or providing better information on transfer options and pathways within that subject area. Jennifer Orum (Special Project Coordinator) works with project teams to ensure that contracts are completed and that committees receive the support they need as they undertake this important work. The following five TI projects were completed during 2006-07:

a) Anatomy and Physiology - Course Equivalencies

Most students registering for Introductory Human Anatomy and Physiology courses at BC colleges, university colleges, universities, and institutes do so as pre-requisite to acceptance in health care programs or as a mandatory part of these programs. Although information has been available in the BC Transfer Guide for transfer from sending institutions to acknowledged receiving institutions, no information has been available for students wishing to transfer between colleges, or from universities to colleges. The Health Educators (THE) Group undertook this project to provide easy access to comprehensive information on the transferability of Anatomy and Physiology courses, and to facilitate transfer of students with minimum loss of time, money, and course credits. The outcome of the project is a transfer grid reflecting accepted transferability of courses among colleges, universities, and institutes. Included is a plan for annual revision of the grid to ensure it remains updated. The report can be found at www.bccat.bc.ca/pubs/anatomy.pdf.

b) English as a Second Language - Alignment of Canadian Language Benchmarks to BC ESL Articulation Levels

Currently, ESL students are assessed for their language proficiency as they enter a post-secondary institution. The assessment tests vary across the system; some are standardized tests while others are locally developed. This works well within the institution but can create challenges when the student transfers to another institution within the BC Transfer System. The problem is further compounded when students move out of the ESL stream and into mainstream college and university-level courses. This project involved establishing an alignment between BC ESL levels and the Canadian Language Benchmarks (CLB), a descriptive scale of ESL proficiency expressed as twelve benchmarks, now a national standard for levels of second-

language proficiency. While alignments were identified for the four levels of English for Academic Purposes (EAP), it was concluded that the eight levels of Access should be rewritten using CLB language and levels. Reference to the CLB alignments to the ESL (EAP) levels is being incorporated into *The Articulation Guide for English as a Second Language Programs in the BC Post-Secondary System*. The report describes a plan to ensure the EAP descriptors and CLB alignments are reviewed annually. The full report can be found at www.bccat.bc.ca/pubs/ESL.pdf.

c) Mathematics - Flexible Pre-Major Analysis

The BC Committee on the Undergraduate Program in Mathematics and Statistics (BCCUPMS) undertook this project to identify the impediments, both at sending and receiving institutions, to students' ability to transfer directly and fully into a Mathematics Major program. The report includes a detailed analysis of course offerings at institutes, colleges, and university colleges relevant to Math Major programs at BC universities, plus suggested 'core' and 'additional' courses that could comprise a Flexible Pre-Major. While not specifically recommending that a formal Mathematics Flexible Pre-Major be established, the report encourages sending institutions to offer a program that follows the suggested Pre-Major as closely as possible and recommends that receiving institutions adopt a flexible approach to accommodate transfer students. The Transfer and Articulation Committee approved this report, indicating that the BCCUPMS should be encouraged to undertake a Flexible Pre-Major implementation project. The report can be found at www.bccat.bc.ca/pubs/mathflexible.pdf.

d) Social Service Worker - Course Equivalencies Matrix

The Social Service Worker (SSW) Sub-sector of the Human Services Articulation Committee undertook this project to identify the transferability of Social Service Worker certificate and diploma level courses. SSW programs in BC vary considerably in course, practicum, and seminar requirements, to a great extent because they were developed in response to the vision of locally formed advisory committees. While all programs have adopted *Guidelines: Values and Competencies for Social Service Worker Programs in BC*, each program is unique in applying the knowledge, skills, and values competencies to different target groups or different social problems. The matrix developed as the project deliverable is organized into five competency areas and serves as a transfer guide for SSW programs. A process is described for updating the matrix on an annual basis. The report is found at www.bccat.bc.ca/pubs/socialservices.pdf.

e) Sociology/Anthropology - Flexible Pre-Major Implementation

A Flexible Pre-major is a set of flexible requirements, deliverable by sending institutions and acceptable to receiving institutions, as fulfilling the lower-level requirements for the major. The Sociology and Anthropology Articulation Committee completed a Flexible Pre-Major Feasibility Study in 2005, concluding that a Flexible Pre-Major could and should be established in both disciplines. The current implementation project resulted in Flexible Pre-Majors being identified for both Sociology and Anthropology, which outline the specific types of courses that must be taken by students to allow them to transfer into third year of the major. A table of course equivalencies is included that outlines exactly what courses are to be taken at each university and college to meet the Pre-Major requirements. Formal agreements will be signed by all participating institutions confirming their support for the Flexible Pre-Major. The report outlines a plan to update the chart "Course Equivalences for Institutions Participating in the Transfer Agreement" on an annual basis, and to review the Flexible Pre-Major requirements themselves every two years. The reports for Anthropology and Sociology are located at www.bccat.bc.ca/pubs/anthropologyflexible.pdf and www.bccat.bc.ca/pubs/sociologyflexible.pdf.

Through the Transfer and Articulation Project (TAP) Fund, BCCAT supports and coordinates projects that improve transfer but do not fit the criteria outlined for TI projects. TAP projects normally focus on the development of information resources (such as brochures or websites). One TAP-funded project was completed during 2006-07.

f) Media and Communication Studies Articulation Committee Website

The Media and Communication Studies Articulation Committee (MACSAC) developed the MediaBC website with four content areas: (a) a section for articulation committee members containing meeting agendas and minutes, member lists, and contact information, plus links to institutional websites; (b) an Articulation section containing information and course posting tools to assist faculty throughout BC with the process of articulating Media and Communications Studies courses; (c) a Media Resources section informing faculty, students, and other interested parties about media resources and research; and (d) a Why Study Media? section directed at current and potential Media and Communications Studies students. The MediaBC website utilizes a custom-designed content management system that allows users without programming experience to post information on the site and that is suggested as a model that could be used by other articulation committees. The website can be found at www.mediabc.ca.

4.6 Other Articulation Projects

a) Adult English as a Second Language and University Level English: Problem Definition Project

BCCAT contracted with Dr. Roger Blackman, Professor *emeritus*, Simon Fraser University, to investigate and clarify the nature and extent of concerns regarding international and domestic ESL students who appear to successfully complete university-level English courses at colleges in the BC Transfer System, despite an inability to demonstrate English proficiency through assessment tests or courses taken at other institutions. Dr. Blackman completed his report, titled *ESL Students and First Year University-Level English: Is there a Grading Problem?* and presented it to the TAC in October. The report included recommendations for possible next steps, and possible loci of responsibility for taking those steps. BCCAT staff plan to write a four-page summary of the report for general dissemination. This project will continue to a Phase II, consisting of a project to study and determine the minimum language competencies in Canadian Language Benchmark terms for first year college/university English courses.

b) Redevelop the Web Page: What is an "Accredited" Institution in British Columbia?

A small subcommittee of the BC Registrars' Association worked with BCCAT to vet this publication for accuracy and content organization. As a result, the document was substantially revised, together with two related pages. We now have three pages of information on the BCCAT website, titled variously, *Which Institutions in Canada or in British Columbia are "Accredited?", Quality Assurance and the BC Transfer System,* and *Transferring Credit between Private and Public Institutions in BC.* All are accessible through the BC Transfer System section of the BCCAT website: www.bccat.bc.ca/transfer/system.cfm.

4.7 Inter-Institutional Articulation Issues

BCCAT seeks to facilitate the transfer system by providing assistance when articulation issues or disputes arise between institutions. Normally, this requires us to provide some advice and guidance. This year we assisted with issues regarding instructor qualifications, block transfer agreements, and PLA credit. In addition we continue to provide occasional assistance to SFU as they implement their W, Q, and B requirements for transfer courses.

Occasionally a dispute will escalate to the point where we are requested to provide mediation services.[3] This year we mediated a dispute involving mid-year changes to the credit assigned to Biology courses at a major university. At time of writing this mediation is still underway, although some of the issues have been resolved, at least temporarily, to the satisfaction of both parties. We also provided advice and assistance to institutions concerned about articulation agreements for a Mathematics course and an Economics course.

BCCAT also responds to inquiries from the general public about the nature and implications of a provincial transfer system. In one such case this year, we were asked to provide supporting documentation to an individual who was "screened out" of a federal government employment process because the requirement of the position was that candidates had taken relevant courses at a university. The individual had taken the required courses, at a college, and the courses were university-transferable. In this case, we supplied a letter explaining the basic principles of equivalence that underpin the transfer system, and included evidence of the transferability of the particular courses. We involved ourselves in this case because of the implications for candidates across Canada who may be caught by a requriement that did not seem consonant with the underlying tenets of university transfer.

[3] As stated in the recently approved document, *Private Degree-Granting Institutions Policy* (see Appendix D), "Mediation entails facilitating further discussions between the institutions with the goal of achieving a mutually acceptable outcome. Although BCCAT may suggest possible solutions, it has no authority to impose a binding resolution to the issues in dispute."

5 ADMISSIONS

5.1 Admissions Committee

The Admissions Committee provides expert advice to BCCAT and examines issues pertaining to capacity, demand, and student mobility and recommends policies and practices that facilitate the admission process for direct entry and transfer students within the BC post-secondary system. The Committee develops a work plan each year. Progress made on projects in the 2006-07 Work Plan is described below.

Committee Members:

James Cooke (Chair)	Vice President, Student & Institution Support, Capilano College.
Doug Francis	Vice Principal, Sentinel Secondary School. *(since Feb/07)*
John DeGrace	Secretary/Registrar, University of Northern British Columbia.
David Glen	Associate Administrative Registrar, Undergraduate Admissions & Records, University of Victoria. *(until May/06)*
Bob Harris	Counselling Coordinator, College of New Caledonia.
Paul Harrison	Associate Dean of Science, University of British Columbia.
Greg Lee	President, Capilano College.
Mario Mazziotti	Director, Institutional Research, BC Institute of Technology. *(since Feb/07)*
Michael Lattimer	Counselling Department Head, Sir Winston Churchill Secondary School. *(since May/06).*
Jan Lindsay	VP Education, Douglas College.
Rick Monaghan	Coordinator, Advising Centre, Malaspina University-College.
Donna Moore	Associate Director, Admissions, Simon Fraser University. *(since May/06)*
Heather Ratcliffe Hood	President, Career Education Society; District Advisor, Career Development & Graduation Program, School District #62. *(until Oct/06)*
Kate Ross	Senior Director, Enrolment Services & Registrar, Simon Fraser University. *(previously Camosun College Registrar)*
Walter Sudmant	Director of Planning & Institutional Research, University of British Columbia.
Lynda Wallace-Hulecki	Registrar & Executive Director, Student Enrolment, University of Victoria. *(since Oct/06)*

5.2 Student Transitions Project

The Student Transitions Project (STP) is a collaborative effort between the Ministries of Education and Advanced Education and BC public post-secondary institutions to link data about students in the province's public post-secondary education system with information from the K-12 education system. The data can then be used to answer research questions on student transitions. The STP is managed by a Steering Committee with members from both Ministries and from post-secondary institutions. BCCAT has had a representative on the STP Steering Committee since September 2005, who serves as the Chair of the Committee.

As the STP project evolved, it became obvious that much of the existing and planned Admissions Committee work on student mobility could best be accomplished under the STP project because of (a) the agreement among all partners to share data for research purposes, and (b) the work that had been done to deal with Freedom of Information considerations. In 2006-07, the projects in the Admissions Committee Work Plan with a focus on student mobility became part of the STP Work Plan, and these projects were carried out under the auspices of the Steering Committee, working closely with BCCAT staff and using BCCAT funding.

The following Admissions Committee projects were completed or almost completed in 2006-07. The role of the STP in these projects is described as appropriate. Projects involving student mobility and applicant flows have been designed to provide institutions and government with data that can assist in planning.

5.3 Admissions Committee Projects

a) Expand Applicant Studies to More Post-Secondary Institutions

Studies have been conducted for several years on the flow of both direct entry and transfer applicants into universities, and more recently into universities and university colleges. For some time, BCCAT has supported the goal of expanding applicant studies to include a broader range of post-secondary institutions so that a more complete understanding can be gained of which institutions students apply to and where they eventually register. In support of that goal, BCCAT formed the Task Force on Applicant Research in 2005, which released an Implementation Plan for expanded applicant research in April 2006. The plan recommended that the first expanded applicant research project take place in Fall 2006 under the auspices of the STP. Such research did not take place in 2006-07; however, the following events did occur:

- University Institutional Research (IR) directors decided in early June 2006 that they would not participate at this time in an expanded applicant study because of (a) lack of clarity of the research question, (b) questions about the usefulness of results to the system, (c) perceived methodological issues with collection of data by the Central Data Warehouse (CDW) by different kinds of institutions with individual business practices, and (d) the possibility that results will be misused.
- At a September 2006 meeting, the IR directors from colleges, university colleges, and institutes (CDW institutions) passed a motion that they would not submit applicant data by October 31 because of (a) technical difficulties at some institutions in submitting the data, (b) concerns about conclusions that could be drawn from the data, and (c) lack of participation from universities in the broader project.
- However, as of October 31, six CDW institutions did submit applicant data for the first time (BCIT, Douglas, UCFV, Capilano, Okanagan, and Malaspina). The Ministry of Advanced Education has analyzed that data and reported back to those institutions on the data.
- At a November 2006 meeting of the BC Registrars' Association (BCRA), the BCRA expressed its continuing support for expanded applicant research and subsequently wrote a letter to CDW IR directors concerning that support.
- The IR directors from CDW institutions have indicated an interest in continuing with this research and have formed a Task Force to address outstanding issues and possibly design a feasible expanded applicant study for Fall 2007.
- Significant progress has also been made by institutions in submitting applicant data to the Ministry of Education for validation of Personal Education Numbers (as described in Section b below).
- BCCAT has offered support to the Task Force in its work.

b) Provide Personal Education Numbers (PENs) to all Post-Secondary Applicants

The assignment of PENs to post-secondary applicants is a necessary requirement for any applicant flow research. In February 2005 the BCRA agreed to begin PENning applicants and to submit applicant data along with registrant data to the Ministry of Education (MOE) for PEN verification on a regular basis. Registrars were asked to provide an update in August and again in December 2006 on whether or not their institutions were submitting applicant data to the MOE for PEN validation. Based on follow-up to the last request, most BC public post-secondary institutions are now PENning applicants with the exception of a few small institutions and one university.

c) Examine Student Flows Among All Post-Secondary Institutions

This project was undertaken as an Admissions Committee project as part of the STP Work Plan, with funding from BCCAT. The purpose of the project is to use 2001-02 to 2004-05 K-12 data and 2002-03 to 2005-06 post-secondary data in order to track student mobility into and among post-secondary institutions over multiple years. This involves mobility in all directions, including from universities to other post-secondary institutions. Because of the multi-year nature of the data, it is possible to answer various questions about student mobility, such as which grade 12 students remained at the same post-secondary institution through the entire reporting period; transitioned among post-secondary institutions; attended post-secondary institutions, left for a period, and then returned (stop outs); were ever concurrently enrolled at two or more institutions; graduated with a post-secondary credential from during the reporting period (graduates); and/or left the post-secondary institution and did not show up at another public post-secondary institution during the reporting period (leavers)?

The goal of the project was to release findings by the end of March, but problems with the submission of consistent data from all institutions, which were subsequently corrected, have delayed the release of the findings until early in the 2007-08 fiscal year. A highlights report will be released along with background pivot tables.

d) Share Information for Enrolment Planning Purposes

Work on sharing information for enrolment planning purposes began in 2004 with the creation of the Ad Hoc Committee on Sharing Information on Enrolment Planning and the subsequent creation of the Enrolment Planning Data Subcommittee comprising IR directors and Ministry of Advanced Education and BCCAT staff. Under the auspices of the Ad Hoc Committee, the Subcommittee conducted research using Fall 2004 and 2005 data on the number of potential transfer students in colleges, university colleges, and institutes and their subsequent enrolment in the following year in a university with transfer as the basis of admission. The report entitled *2005 Mobility of Transfer Students in BC* is found at www.bccat.bc.ca/pubs/rr_may06.pdf. The Ad Hoc Committee disbanded in June 2006 as members felt its original mandate had been subsumed in the work of the STP Steering Committee.

The Enrolment Planning Data Subcommittee continued its work in 2006-07 by analyzing the movement of Fall 2006 potential transfer students into universities in 2007. This project was undertaken as an Admissions Committee project as part of the STP Work Plan, with funding from BCCAT. The Subcommittee was renamed the Mobility of Transfer Students Subcommittee and became a subcommittee of the STP Steering Committee. Due to problems with data submission, project completion will occur early in the 2007-08 fiscal year, resulting in a highlights document and pivot tables.

A second aspect of sharing information for enrolment planning purposes involves universities providing sending institutions with both historical and predictive data on university enrolment targets and GPA cut-offs.

In 2005-06 and again in 2006-07, BCCAT staff worked in cooperation with The University Presidents' Council (TUPC) institutional research offices to gather and tabulate data on targets for new students entering BC universities in the coming fall along with the GPA cut-off points required for entry to the faculties of Arts and Science. The data for Fall 2006 is found at www.bccat.bc.ca/pubs/2006targets.pdf. Originally, the goal was to be able to provide the number of seats planned for BC college transfer students, direct entry students from high school, and other students. The exercise proved to be of limited use to sending institutions as not all data were available by basis of admission and data were not available soon enough in the year to assist in planning. Discussion by the Research Committee and Ad Hoc Committee led to a request to TUPC to provide figures on the "actual" number of new students registered in Arts and Science each fall by basis of admission (as this data is available for registrants at all universities) along with GPA cut-offs, starting with Fall 2006 and including previous years where possible. The collection of that data is being coordinated by TUPC and once it has been posted to their website, BCCAT will inform system partners of its existence and the expectation that it will be updated annually. The historical data goes back to 2001-02 for SFU, UVic, and UNBC, and back to 1999-00 for UBC.

Ad Hoc Committee on Sharing Information on Enrolment Planning:

Paul Harrison (Chair)	Associate Dean of Science, University of BC.
Robert Buchan	Former President, University Colleges of BC. *(currently VP External & CEO of UCFV Foundation)*
Rob Fleming	Acting VP for Learning & Provost, Kwantlen University College. *(since June/06)*
Joanne Heslop	Acting Director, Office of Analytical Studies, Simon Fraser University. *(since June/06)*
Blair Littler	Vice-President, The University Presidents' Council.
Jim Reed	President, BC College Presidents.
John Waterhouse	VP Academic, Simon Fraser University.
Susan Witter	President, Douglas College.

Enrolment Planning Data Sub-Committee:[1]

Devron Gaber (Chair)	Associate Director, BC Council on Admissions & Transfer.
Kathleen Bigsby	Director, Institutional Analysis & Planning, Kwantlen University College.
Bob Cowin	Director, Institutional Research & Planning, Douglas College.
Joanne Heslop	Acting Director of Analytical Studies, Simon Fraser University. *(since Dec/06)*
Hugh Judd	Data Warehouse Coordinator, Ministry of Advanced Education.

[1] In March 2007, this BCCAT committee became the Mobility of Transfer Students Subcommittee of the STP Steering Committee.

e) Follow Up on Project to Determine Implications of Using Different GPA Admission Conversion Guides

In 2005-06, a report was prepared for the Admissions Committee providing scenarios on what happens when college students' transcripts are analyzed by two or more universities using their respective GPA conversion guides. The purpose of the project was to develop a better understanding of how GPA conversion guides are used and the implications, if any, for BC transfer students of having different conversion guides at receiving institutions.

The research found that the admission GPAs computed by universities differed based on the rules they used in their calculation, the number of credits on the transcript, and whether or not students had repeated or failed courses. The results suggested that students may have difficulty anticipating what their admission GPAs would be upon transfer and may be perplexed if they learn that the same GPA is converted differently at different universities.

In November 2006, the report on university GPA conversions was distributed to the BC Registrars' Association (BCRA) for their information and a number of options were put forward for their consideration. The BCRA agreed to strike a Task Group to help students understand how admission GPAs are calculated, which is chaired by Trish Angus, Douglas College Registrar. The Task Group, with representation from a cross-section of institutions and including Registrars and Admissions staff, met for the first time on March 7th and will begin their work by surveying institutions regarding their communications practices with regard to this topic. The Task Group is expected to continue its work in 2007-08, and BCCAT provides the secretariat services.

f) Degree Partnership Models: Discussion Paper

Degree partnership is a term used to describe a variety of models that provide a guarantee to students who maintain adequate grades in a college program of continuation of degree studies at another institution. This "guarantee" that space will be available for degree completion at another institution separates degree partnerships from other models of transfer between institutions. Degree partnership models can provide a win-win situation for institutions and students. Colleges benefit because students view college as a guaranteed entry to university, and universities gain because they have a predictable supply of qualified second and third year students from colleges. Students gain because they have more guaranteed and varied options for starting and completing a baccalaureate degree. Degree partnerships are particularly germane to the context of BC post-secondary education because of the extensive transfer system in BC and the high level of student mobility already occurring among BC public institutions. In order to promote discussion among BC post-secondary educators about the degree partnership concept, BCCAT published a Special Report in December 2006 entitled *Degree Partnerships in the BC Context* (available at www.bccat.bc.ca/pubs/sr_dec06.pdf). A symposium is being planned for April 2007 as a follow up to the report.

g) Recognition of Degrees from Non-AUCC Institutions

During the past two years, BCCAT has been endeavouring to address issues pertaining to degree recognition. In particular, the concern pertains to the practices of some universities in Ontario that have not been willing to *consider* applicants applying to graduate or professional programs if the applicants have obtained their undergraduate degree from a non-AUCC member institution. Details of BCCAT's concerns were outlined in a discussion paper published in June 2006 entitled *Recognition of Degrees from Non-AUCC Member Institutions: A Review of Issues*, which can be located on our website at www.bccat.bc.ca/pubs/degreerecognition.pdf.[2]

[2] This paper is provided in Appendix E of this report.

BCCAT has been encouraging the issue to be raised in various venues so that the negative impact of such admission policies and practices at some institutions can be better understood and to motivate a re-examination and revision of those policies. In November 2006, BCCAT staff participated in a symposium jointly sponsored by The Canadian Society for Studies in Higher Education and the Centre for Higher Education Research and Development. The symposium focused on a variety of issues pertaining to the degree recognition problem. BCCAT staff made a presentation entitled *Degree Recognition: Towards a National Post-Secondary Accreditation System*, which emphasized that the policies in question were creating problems not only for student mobility and degree recognition within Canada but also internationally, given that Canada has no formal system of institutional and program accreditation.

As a direct consequence of this symposium and in light of other discussions on this topic during the past few years, the Council of Ontario Universities (COU) developed and adopted a formal position intended to address constructively this controversial topic. Their position was outlined in a letter (December 2006)[3] to Philip Steenkamp, the Deputy Minister of Training, Colleges and Universities in Ontario. The letter outlines a COU Statement on Advanced Study at Provincially Assisted Ontario Universities which, as the letter stipulates, "is intended to serve as a guide for answering questions about the eligibility and admissibility of students with undergraduate degrees to university graduate and professional programs."

The statement in part reads:

> *Applicants to provincially assisted universities in Ontario are considered for admission on an individual basis in a process whereby the appropriate range of academic and other relevant evidence is weighed...Each applicant is considered on his or her own merits, according to standards set by each institution, program by program.*

The Council is hopeful that the substance and spirit of the statement will be implemented by all Ontario Universities and will lead to a resolution of the concerns that have been raised by BCCAT and others in the BC post-secondary system. In essence, BCCAT would expect that baccalaureate graduates from BC institutions that are not AUCC members would be given fair consideration, based on their own merit, for admission to professional or graduate studies at Ontario Universities.

[3] See Appendix F of this report.

6 RESEARCH

6.1 Research Committee

The Research Committee identifies specific research projects that support the Council's mandate and objectives and that can provide useful information pertaining to student mobility and transfer effectiveness in the BC post-secondary system. Research Committee members also act as peer reviewers for commissioned research reports. This often involves many hours of detailed reading and critiquing before a report is finalized.

In consultation with the Research Committee, Council staff members invest considerable time and attention to the development, publication, and dissemination of a significant number of research publications. A new publications search mechanism was launched for the BCCAT website in 2006-07 and is located at www.bccat.bc.ca/publications. Users can view research and other publications by subject area and in chronological order. A key word search is also available.

Committee Members:	
Bill Krane (Chair)	Associate Vice-President Academic, Simon Fraser University.
Lesley Andres	Associate Professor, Department of Educational Studies, University of British Columbia. *(since Sept/06)*
Kathleen Bigsby	Director, Institutional Analysis & Planning, Kwantlen University College.
Bob Cowin	Director, Institutional Research & Planning, Douglas College.
Tony Eder	Director, Institutional Planning & Analysis, University of Victoria.
Karin Kaercher	Instructor, Criminal Justice Department, Camosun College.

6.2 Research Projects

a) Examine Feasibility of and Support for a System Research Function

BCCAT prepared a paper entitled *The Case for Establishing a System Research Function for the BC Post-Secondary System* and presented it to the Ministry of Advanced Education at a meeting in September 2005. The purpose of the paper was to discuss the role that a system research function could play to assist the BC post-secondary system to move forward with a coherent research agenda that can provide valuable information to both government and institutions on student mobility and applicant flows between education systems and across post-secondary sectors. Since then, the STP has come into existence and a Steering Committee has been formed (chaired by Devron Gaber, Associate Director) to oversee research projects on student transitions. The issue of appropriate resourcing for the initiative was discussed on several occasions by the STP Steering Committee in 2006-07, and both the Ministry of Education (MOE) and the Ministry of Advanced Education (AVED) have committed internal resources to complete projects. As well, BCCAT resources are used as appropriate to hire contractors to work on various research projects. Thus, no further discussions have occurred with AVED about the need for a system research function.

b) University Outcomes for the Class of 2000 (Analysis by Admissions Category)

In 2001, The University Presidents' Council (TUPC) surveyed the university graduating class of 1996 on a series of outcomes five years after baccalaureate degree completion. BCCAT subsequently contracted with UBC Planning and Institutional Analysis to conduct an analysis of these outcomes on the basis of admission: direct entry versus college transfer student. TUPC is in the process of reporting on the findings of a survey of the Class of 2000 and has included college transfer and direct entry admission categories up front so that analysis can be included as part of the university report. BCCAT will compare the findings for the Class of 2000 admissions categories with that of the Class of 1996 and will prepare a short *Research Results* newsletter on the results. This is expected to be published in Spring 2007.

c) Student Engagement: Is There a Difference for Transfer Students?

This project was based on the Student Engagement Survey conducted for all Arts and Science undergraduates at the University of British Columbia in the Spring/Summer of 2005. It was designed to assess whether there are discernible, significant, or meaningful differences between the levels of engagement of BC transfer students compared to those who entered UBC directly from secondary schools, and compared to the survey population as a whole. A key finding was that, for each indicator, the levels of academic engagement for transfer students were higher than for direct entry students, although social engagment was lower. The report was completed this year (www.bccat.bc.ca/pubs/ubcengagement05.pdf), along with a four-page *Research Results* newsletter entitled: *Transfer Students: What Universities Need to Know* (www.bccat.bc.ca/pubs/rr_dec06.pdf).

d) Fifteen Years Out: Occupational and Educational Patterns of the Class of 1988

In July 2002, BCCAT published the findings of longitudinal research conducted by Lesley Andres, UBC, on the educational and occupational patterns of the BC Grade 12 graduating class of 1988, ten years later. Both a full research report and newsletter were published. Dr. Andres has just compiled the findings on outcomes of these graduates fifteen years after high school graduation in which she illustrates the diverse educational and life trajectories of graduates. She also highlights the importance of having structures in place, such as the BC Transfer System, to enable those who do not pursue post-secondary education within a year of high school graduation to successfully complet post-secondary credentials, including degrees. Dr. Andres will be writing a newsletter-style report on this research for BCCAT, which is expected to be completed and distributed in Spring 2007.

e) Associate Degrees Awarded in British Columbia

In 2003, BCCAT staff prepared a report on the number of Associate of Arts and Science degrees conferred by BC post-secondary institutions in the period 1993-94 to 2001-02. An update of this data up to 2005-06 has been completed, and for the first time includes data for a private BC Transfer System institution since these institutions are now eligible to grant the provincial credential. To date, only Columbia College has awarded a small number of Associate of Arts degrees. In the past, information on associate degree credentials awarded was solicited through individual requests to Registrars. This time, however, data from the Central Data Warehouse (CDW) is being used (with the exception of private institutions which are not part of the CDW). As the CDW submissions are program based, they do not necessarily distinguish between Arts and Science degrees. For this reason, follow-up with approximately half a dozen institutions was required. The report was posted to the BCCAT website in early April 2007. (Online at www.bccat.bc.ca/pubs/assocawards06.pdf.)

f) Private/Public Student Mobility: Feasibility Study

Building an understanding of the flow of students between the private and public systems was considered a high priority by Council and its standing committees in a 2005 exercise to inform the strategic direction of BCCAT's research agenda over the next several years. As a result, BCCAT undertook a project in 2006-07 to identify areas of overlap and gaps between private and public post-secondary student data so as to determine how to proceed with first steps in researching student mobility across the systems. The contractor who was hired to conduct the research interviewed key players in terms of the types of data available on students in private and public institutions and the processes used to collect and analyze that data. A final report is expected to be completed by May 2007, and recommendations from this report will inform future work in this area.

A second aspect of the project was to conduct preliminary research to gauge whether students from private institutions want to and would transfer to public institutions were appropriate bridges in place to facilitate transfer, as well as the extent to which public and private institutions are interested in engaging in articulation. As the original plan was to undertake projects encompassed under this heading over a two-year period, this latter project has been carried forward to the 2007-08 Work Plan.

7 BCCAT WEBSITES

7.1 BCCAT.bc.ca

Having invested significant resources on the redevelopments of both the BC Transfer Guide and Education Planner websites, BCCAT focused this year on a major redesign of its organizational website at BCCAT.bc.ca. The goal was to rebuild the BCCAT site with a modern look and feel, incorporate new features to help users locate BCCAT documents, and create tools that would better enable articulation committees to communicate with each other. In November 2006, BCCAT launched its redesigned organizational website at BCCAT.bc.ca. The new website contains a number of enhancements. In addition to a more streamlined format, the new BCCAT site features:

- an online document repository to allow users to quickly search through BCCAT research and publications;
- personalized pages for each articulation committee that is part of the BC Transfer System;
- quicker access to frequently used or requested documents; and
- an underlying content management system that enables dynamic updates to the publication and articulation sections of the BCCAT website.

The technologies used to develop the new site are built with the idea of future enhancements to enable BCCAT's users to customize the site to their needs. BCCAT will continue to work with articulation committees and other to help determine the development direction of the BCCAT website.

7.2 EducationPlanner.bc.ca

BCCAT continued to manage the Education Planner website in 2006-07, which was launched by BCCAT in September 2004 as an enhanced version of the former Opening Doors website. Education Planner is a searchable website that provides admissions information on over 1,600 undergraduate programs at 26 public post-secondary institutions and 2 private institutions. BCCAT continued its contractual relationship with Pardy and Associates for content management and Bayleaf Software Inc. for technical support services, including hosting of the website on secure servers off-site.

a) Web Statistics

Education Plannner continues to undergo developments and enhancements to position itself as the main resource for secondary school students in planning their educational pathways. BCCAT undertook a number of marketing initiatives this year to help raise the profile of Education Planner. These initiatives included a mail-out to all secondary schools in BC; presentations at various conferences, to the Vancouver School Board, and to the Ministries of Education and Advanced Education; a bus ad campaign; and participation in several career fairs. These activities have in part increased Education Planner's usage statistics dramatically over the same time last year. The following table shows the number of visits Education Planner has received over the last year:

Year	Month	Visits	Daily Average	Monthly Increase	Yearly Increase
2006	January	31,458	1,015		
	February	34,083	1,217	8.34%	
	March	35,191	1,135	3.25%	
	April	32,751	1,092	-6.93%	
	May	34,387	1,109	5.00%	
	June	34,861	1,162	1.38%	
	July	32,532	1,049	-6.68%	
	August	28,466	918	-12.50%	
	September	34,734	1,158	22.02%	
	October	42,062	1,357	21.10%	
	November	40,445	1,348	-3.84%	
	December	39,443	1,272	-2.48%	
2007	January	45,128	1,456	14.41%	43.45%
	February	43,121	1,540	-4.45%	26.52%
	March	72,591	2,592	68.32%	106.25%

The following table shows some additional statistics on Education Planner's website:

	2006/07
Number of Undergraduate Program Profiles	1623
Number of Graduate Programs	516

b) Education Planner Advisory Committee

BCCAT continues its commitment to improving Education Planner on an ongoing basis, based on feedback from users and from the Education Planner Advisory Committee (see members listed below).

Committee Members:

Devron Gaber (Chair)	Associate Director, BC Council on Admissions & Transfer.
Dana Arthurs	Parent, BC Confederation of Parent Advisory Councils.
Karen Barnstable	Portfolio & Career Preparation Coordinator, George Elliott Secondary School. *(since Nov/06)*
Christina Chow	Admissions Advisor, Langara College.
Kate Cotie	Manager, Policy & Agency Coordination, Policy & System Quality Branch, Ministry of Advanced Education. *(since Nov/06)*
Leila Hazemi	Research Officer, Planning & Data Management Branch, Ministry of Advanced Education.
Paul Lukaszek	Coordinator, Careers & Transitions, Ministry of Education.
Marijke Merrick	Career Development Coordinator, Delta School District.
Deborah Pearce	Communications Manager, Ministry of Advanced Education.
Heather Roberts	Admissions Recruiter, Simon Fraser University.
Kathy Weninger	Career Programs Coordinator/Counsellor, George Elliott Secondary School. *(until May/06)*
Julie Williams	Manager, Research, Universities & Research Branch, Ministry of Advanced Education. *(until May/06)*
Linda Pardy (non-voting)	Pardy & Associates.
George Tomes (non-voting)	Bayleaf Software Inc.

c) Recent Enhancements

Education Planner continued to be enhanced based on advice from the Education Planner Advisory Committee and other users and under the guidance of its Project Team, which includes BCCAT staff and contractors. The most significant enhancement to Education Planner was the launch of MyEdPlanner which provides users with the ability to personalize their user experience. MyEdPlanner allows users to create an account, save programs to their profile, and create personal education and financial plans to help map their post-secondary goals. These education plans can be saved to their accounts, allowing them to review, update, and verify their academic plans with an appropriate advisor. Creating an account is an optional free service that does not require any personal information other than a username and password. By allowing users to personalize their experience, BCCAT hopes to gain further insight into usage patterns with an eye towards further enhancements down the road.

In addition to the launch of MyEdPlanner, Education Planner was enhanced with the addition of Career Developer, a one-stop student service centre. The goal of Career Developer is to provide users access to a wide range of web-based career development resources that are free to use and easy to find. Each resource is reviewed and rated, allowing users to learn more about the resources before visiting. Career Developer is seen as a starting point to help users quickly learn to navigate the various educational web resources available to them. Further planned enhancements to Education Planner completed this year include creating a separate section for University Transfer programs, improving the Frequently Asked Questions section, and developing a glossary that provides definitions of post-secondary subject areas.

Finally, in conjunction with the launch of the new BCCAT website, the design of Education Planner was modified to harmonize visually with the look and feel of BCCAT.bc.ca to more clearly reflect this site as part of the BCCAT family of resources.

d) Inclusion of Private Institutions

BCCAT successfully negotiated an agreement with Corpus Christi College to become the second private institution in the BC Transfer System to have its programs included in Education Planner on a cost recoverable basis. Trinity Western University is the other private institution which has had its programs included in this way.

7.3 BCTransferGuide.ca

The BC Transfer Guide website and its underlying Transfer Credit Evaluation System (TCES) were redeveloped and launched in the 2005-06 fiscal year. BCCAT continued to enhance both websites in 2006-07. BCCAT extended its MyEdPlanner from Education Planner for use within the BC Transfer Guide website. This enables users to use the same accounts they have created with Education Planner to log in to BCTransferGuide.ca. Once logged in, users have the ability to save multiple searches and customize use of the BC Transfer Guide. As with Education Planner, creating an account is both optional and free.

Along with Education Planner, the design of the BC Transfer Guide website was also updated to harmonize visually with the look and feel of the redesigned BCCAT website. This helps reinforce the BC Transfer Guide as a recognizable part of the BCCAT family of resources.

The TCES also included a number of enhancements, such as better options to help users access data, the ability to forward notifications of articulation change, expansion to the BC Transfer Guide web service, and more advanced options to allow the administration of articulations in the BC Transfer Guide database. Now that the TCES has been operational for over a year, BCCAT can for the first time track how long evaluations take to be completed. The following table includes some statistics about both the TCES and the BC Transfer Guide database.

	March 31, 2004	March 31, 2005	March 31, 2006	March 31, 2007
Number of individual "sending" institution courses*	8,146	7,921	8,757	9,074
Number of active course transfer agreements (agreements with either no official end-date or an end-date after March 31, 2007)	52,248	57,520	55,656	56,555
Number of active transfer agreements per course	6.4	7.3	6.4	6.2
Number of Block Transfer arrangements	774	786	759	746
Number of changes made to the database records	7,227	20,234	9,721	8,820
Number of grandparented course transfer agreements†	20,900	27,506	36,208	39,020
Total number of agreements in the Transfer Guide (including active and grandparented agreements)	73,148	85,026	91,864	95,795

* Prior to 2004-05, a "sending" course was defined as any course that has an active or grandparented transfer agreement in the BC Transfer Guide. This definition was revised in 2004-05 to include only courses that are currently being offered by BC sending institutions. Grandparented courses that are no longer offered at BC sending institutions are no longer included in this number.
† Course transfer agreements with an end-date prior to March 31, 2007, for which transfer credit is still available.

Articulation Requests

	March 31, 2007
Number of articulation requests between April 1, 2006 and March 31, 2007	11,735
Number of distinct courses submitted for articulation	2,451
Average number of articulation requests per course	4.8

The BC Transfer Guide continues to see improvement to the amount of traffic it receives. The following table shows the number of visits the BC Transfer Guide received last year:

Year	Month	Visits	Daily Average	Monthly Increase	Yearly Increase
2006	January	34,625	1,117		
	February	27,263	974	-21.26%	
	March	37,279	1,203	36.74%	
	April	31,154	1,038	-16.43%	
	May	30,021	968	-3.64%	
	June	29,254	975	-2.55%	
	July	37,160	1,199	27.03%	
	August	40,262	1,299	8.35%	
	September	32,107	1,070	-20.25%	
	October	26,609	858	-17.12%	
	November	40,583	1,353	52.52%	
	December	34,199	1,103	-15.73%	
2007	January	38,385	1,238	12.24%	10.86%
	February	27,730	990	-27.76	1.71%
	March	52,726	1,883	90.14%	41.44%

BCCAT expanded the capabilities of its web service this year, allowing institutions to pull data directly from the BC Transfer Guide database for display on their own websites. BCCAT entered into data sharing agreements with the College of New Caledonia, Columbia College, and Malaspina University-College to enable these institutions to display BC Transfer Guide data within their own websites. BCCAT also has ongoing discussions with Human Resources and Skills Development Canada (HRSDC) regarding possible use of a web service of Education Planner data for the CanLearn.ca and LiveLearnandSucceed.gc.ca websites.

BCCAT had planned on undertaking a project regarding the display of associate degree information on the BC Transfer Guide website. After considerable exploration, it was decided that this project was not feasible at this time.

8 BCCAT COMMUNICATIONS

8.1 BCCAT Publications

BCCAT produces a wide variety of publications, including brief, non-technical information pieces outlining the work of BCCAT; special reports or discussion papers inviting input on current projects; general newsletters as regular updates to the system; handbooks/reference materials; advisory bulletins; full research reports; and research summaries. Each publication is specifically written and designed according to purpose and audience. Many are summarized where appropriate throughout this report, and a comprehensive list of items published throughout 2006-07 is included in Appendix A of this report. BCCAT publications have been made accessible through a new online search facility at www.bccat.bc.ca/publications.

8.2 Redesign/Harmonization Project

Based on the recommendations of a communications review carried out by Kaldor Design Group in 2005-06, deliberate focus was given this year to integrating the look and feel of BCCAT resources and publications to present a more unified, recognizable "face" for students in search of vital transfer and program information. Print materials and web resources were redesigned accordingly. Publication of the Fall 2006 *Engage* newsletter and the launch of the new, revitalized BCCAT website marked the debut of this new design.[1]

8.3 Marketing Strategy

The decision to take an integrated approach for BCCAT communications has led the way to a similarly integrated approach to marketing. As such, this year BCCAT undertook joint marketing of our web resources with a view to better reaching potential and existing students with key information about the post-secondary system in BC. An in-house project team was created to focus on marketing and communications and to develop, initiate, and monitor a marketing strategy. The first major activity was an 8-week province-wide bus ad campaign in January/February 2007. Early indications suggest that there has been a significant rise in web traffic to the Education Planner and BC Transfer Guide sites during this time, but an examination of the statistics through to June 2007 will verify whether or not this marks a meaningful change from the previous trend.[2] The ads will be reused later this year to maximize cost effectiveness.

BCCAT representatives[3] were invited to present at the following events/venues:

- South Delta Secondary School Career Week
- Independent School Career Week
- Career Education Society Conference
- Career Education Society Conference Presentation
- College of New Caledonia
- Victoria Education and Career Fairs
- Vancouver School Board Counselling Department Heads
- Vancouver Education and Career Fairs
- Delta School District Professional Development Presentation
- Ministries of Advanced Education & Education

[1] See Section 7 for more information regarding the harmonization of BCCAT websites.
[2] See 7.2.a for more information on BCCAT website statistics.
[3] Linda Pardy (of Pardy & Associates) continues to provide valuable assistance as a key liaison with secondary school students. Linda's work and the recent enhancements to Education Planner were mentioned in the Achieve BC Winter 2007 e-newsletter, in the article entitled "Made-in-B.C. Education Planner helps students make smart choices," online at www.achievebc.ca/newsletter/issue10_Winter2007/Stories/story2_education_planner.asp#second.

9 SYSTEM COLLABORATION

9.1 Ministries, Agencies, Groups, and Organizations in BC

During this fiscal year, Council staff members interacted with many of the organizations and committees that serve the BC post-secondary system. In the case of some committees, the Executive Director, an Associate Director, or the Transfer & Technology Coordinator attends all or most meetings. In such cases, BCCAT staff members frequently contribute to agendas and, in turn, the system committees provide BCCAT with excellent advice and cooperation. Occasionally, joint projects or extensive collaboration occurs. In some cases, contact is on an "as needed" or "as requested" basis. BCCAT also consults with senior Ministry staff and keeps them informed of Council activities and projects and keeps abreast of developments within government that intersect and impact upon its work.

This year, some of the major areas of consultation with these system groups included:

- follow-up on the recommendations of the BCCAT Consultation: *Recalibrating the BC Transfer System*;
- feedback on how best to address the issue of recognition of degrees from BC's post-secondary institutions that are not part of the Association of Universities and Colleges of Canada (AUCC);
- meeting and discussions with the ITA on matters related to Education Planner and to articulation committees;
- interaction with various groups of deans on articulation-related matters;
- feedback on BCCAT's student mobility research agenda, including work on potential transfer students and applicant flows;
- dissemination of information on the intersection of BCCAT's research agenda and the work of the Student Transitions Project and Central Data Warehouse;
- working with a Task Group of the BC Registrars' Association (BCRA) to help students understand how admissions GPAs are calculated;
- joint coordination, with the BC Associate Registrars and Managers Association (BCARMA), of a Transfer Credit workshop;
- participation in a day-long workshop regarding revisions to secondary school Mathematics curriculum and assisting with the dissemination of information regarding the grade 12 Mathematics curricula; and
- working with post-secondary institutions and the Ministry of Education to have Personal Education Numbers applied to all registrants and applicants on a regular basis.

In summary, consultation occurred with the following groups:

- BC Academic Advising Association (BCADA)
- BC Academic & Career/Technical Deans & Directors
- BC Associate Registrars & Managers Association (BCARMA
- BC Association of Trades & Technical Administrators (BCATTA)
- BCcampus Implementation Steering Committee
- BC Career Colleges Association
- BC Career Information Partnership
- BC College Presidents
- BC Institutional Researchers & Planners (BCIRP)
- BC Institutional Research & Planning Directors Association (BCIRPDA)
- BC Registrars' Association (BCRA)
- Degree Quality Assessment Board (DQAB)
- Industry Training Authority (ITA)
- Ministry of Advanced Education (AVED)
- Ministry of Education (MoE)

- Outcomes Working Group (OWG)
- PASBC Steering Committee
- Private Career Training Institutions Agency (PCTIA)
- Senior Academic Administrators' Forum (SAAF)
- Senior Educational Services Administrators' Forum (SESAF)
- Student Transitions Project (STP)
- The University Presidents' Council (TUPC) - including its 2007 BC Higher Learning Symposium
- University Colleges of British Columbia (UCBC)
- University Institutional Research Directors
- University Vice-Presidents' Academic Committee (VPAC)

a) Campus 2020: BCCAT Submission

In Fall 2006, BCCAT staff prepared a draft submission for the Campus 2020 review, which is described as "a planning process that will shape the vision, mission, goals, and objectives of BC's post-secondary system for the next 10 to 20 years." Input was sought from Council members before submitting the revised draft to Campus 2020. The submission was then published in February 2007 as a Special Report, and is available at www.bccat.bc.ca/pubs/BCCAT2020.pdf.[1]

The paper described an ideal post-secondary system in 2020 and went on to discuss five critical areas related closely to BCCAT's mandate that should be addressed to help realize this ideal system. Recommendations under these five areas included (a) measures to enhance student mobility and transition, including the provision of both the direct entry and transfer routes as viable options for degree completion; (b) careful expansion of the BC Transfer System to allow for transfer in multiple directions among different kinds of post-secondary institutions; (c) efforts by institutions to provide more flexibility, as appropriate, in the applicability of credit earned in lower division courses towards degree completion; (d) efforts to ensure recognition of appropriate degrees for entry to graduate and professional programs and an examination of the development of a national accreditation system; and (e) the availability at predictable times of reliable data on student mobility to help institutions and government with planning.

b) Student Transitions Project

The Student Transitions Project (STP) is a collaborative effort between the Ministries of Education and Advanced Education and BC public post-secondary institutions to link data about students in the province's public post-secondary education system with information from the K-12 education system. BCCAT research on student mobility under its Admissions Committee has become part of the STP work plan, and BCCAT has a representative on the STP Steering Committee.[2]

c) Degree Quality Assessment Board (DQAB)

The Executive Director attends regular monthly meetings of the Degree Quality Assessment Board and participates fully in their discussions. He also informs the Board of any relevant BCCAT issues that arise pertaining to the approval of new private institutions becoming formal members of the BC Transfer System or of articulation related problems that arise among existing institutions. The work vis-à-vis the DQAB is very time-consuming but forms a necessary and important component of BCCAT's mandate and role.

d) BCcampus

BCCAT continued to work closely with BCcampus in a variety of ways this past year. The Executive Directors of both organizations met regularly to discuss issues of mutual concern. Devron Gaber (Associate Director) continued as a member of the BCcampus Implementation Steering Committee and the PASBC Steering Committee. He also served on BCcampus's Governance Subcommittee, which recommended the creation of a separate entity under the Societies Act.

[1] This paper is included in Appendix B of this report.
[2] See Sections 2.7, 5.2 & 5.3 for a description of BCCAT research that was conducted under the auspices of the STP.

Finola Finlay (Associate Director) participated in a project organized by BCcampus to write a collaborative book on best practices in online education. Finola's section focused on articulation of online courses. Staff from both organizations met regularly to discuss technological advances and to make certain that their respective web resources were being developed to ensure compatibility, and both organizations cooperated by sharing a booth at Career Fairs and engaging in other joint marketing activities as appropriate.

e) Irving K. Barber British Columbia Scholarship Society

In October 2004, the Premier announced the province's $15 million investment to create the Irving K. Barber British Columbia Scholarship Program. Named in honour of philanthropist and Slocan Forest Products chairman Irving K. Barber, the program would provide scholarships to students transferring from a community college to the degree-granting institution of their choice.

In the Spring of 2005, a private Society was established to administer the program and manage the endowment. Frank Gelin (Executive Director) became a member of the Irving K. Barber British Columbia Scholarship Society, and was elected to Chair the Society's Board of Directors. At this time, BCCAT took on the Society's secretariat functions at the request of the Ministry. This function was to be ancillary to the mandate of the Council and the core work of BCCAT staff. Stephanie Oldford assumed the role of the Society's Executive Assistant in June 2005, in addition to her duties as BCCAT's Transfer and Articulation Assistant.

Since the establishment of the Society in 2005 its purview has expanded to include three further endowments, with current endowments totaling $36 million. The Ministry has made two donations establishing the One World and Pacific Horizons Scholarship programs. These two programs will be implemented in the Spring of 2007 to provide financial assistance to BC students traveling abroad for a portion of their post-secondary studies. In addition, a fourth endowment of $10 million dollars will be invested in 2007 to establish yet another scholarship program.

Since 2005, the provision of secretariat services to the Society has grown to represent a considerable amount of work for BCCAT. For instance, in 2006-07, BCCAT has assisted the Society by organizing and convening its annual general meeting, four board meetings; and a recognition event for scholarship winners. Moreover, BCCAT plays a key role in coordinating the implementation of scholarship programs, which involves the development of policies, criteria, and application and adjudication processes.

Over 2006/2007, it became evident to the Society and BCCAT alike that the Society's administrative requirements would soon expand beyond what BCCAT is able to provide. In 2007-2008, the Society hopes to find an alternative service provider for its secretariat and administrative functions.

In 2006, 68 British Columbia transfer students were awarded scholarships of $5000 each under the Irving K. Barber Scholarship Program. In 2007, there are 150 of these awards available for distribution. These awards, and future awards disbursed through the One World and Pacific Horizons Scholarship programs, will increase the potential mobility of British Columbia's students not only throughout the province, but also throughout the globe.

f) Council Meeting Room

As an ongoing service, the Council is pleased to provide meeting room facilities for a wide variety of groups and organizations in the post-secondary and K-12 sectors of the public education system. This represents a considerable convenience to our colleagues in education and provides system-wide cost savings.

9.2 Out-of-Province, National, and International Organizations

The Council continued to play a leadership role in facilitating the improvement of student-friendly policies and practices that will enhance student mobility and transfer between institutions across the country.[3] The following highlights outline key activities carried out by Council this year:

- ***Alberta Council on Admissions and Transfer (ACAT):*** BCCAT maintains a working relationship with ACAT by sharing information and seeking assistance as appropriate. Consultation continues with Alberta on their approach to accreditation of, and articulation with, new private degree-granting institutions. This year, following the establishment of an inter-provincial agreement between the governments of Alberta and BC, BCCAT collaborated with ACAT to develop and approve a Memorandum of Understanding titled the *British Columbia/Alberta Transfer System Protocol*. The MOU was developed by BCCAT staff and then refined based on consultation between the two agencies. The MOU was signed off by both Councils.[4]

- ***American Association of Collegiate Registrars and Admissions Officers (AACRAO) and Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO):*** BCCAT is a member of these organizations as it facilitates our connections with various US state jurisdictions that have large transfer systems. BCCAT staff members attended the AACRAO Annual Conference in San Diego, where they conducted a *How to Articulate* session.

- ***Arizona Board of Regents:*** Staff provided consultation services to this Board, which has embarked on a ten-year-out assessment of their transfer system. Two staff members spent several days in Phoenix helping the Board to craft their objectives and their process for the project RFP. In the past, this Board has been very helpful to BCCAT regarding the research of transfer models, since that transfer system is somewhat similar to the BC Transfer System.

- ***Council of Ministers of Education, Canada (CMEC):*** The Executive Director represents the Ministry of Advanced Education on the Council of Ministers of Education, Canada (CMEC) Transfer Working Group. In 2002, CMEC adopted the *Ministerial Statement on Credit Transfer in Canada*. BCCAT played a central role in drafting this statement for CMEC consideration. This statement includes a number of principles that are to guide all of the Provinces and Territories in "establishing credit transfer agreements among institutions of higher education in order to increase opportunities for students to access post-secondary education by facilitating student mobility between institutions and sectors."
  Each jurisdiction in Canada is requested to file a brief report on what steps it has taken to implement successfully the Ministerial Statement. The report for British Columbia is prepared by BCCAT and is available at www.bccat.bc.ca/pubs/cmec.pdf.

- ***Institute for the Study of Transfer Students:*** Two BCCAT staff members attended this conference in Fort Worth, Texas, to present a half-day *How to Articulate* workshop and a conference session on the recent student engagement study.

- ***Pan-Canadian Council on Admissions and Transfer:*** BCCAT staff attended the inaugural meeting of this national organization in Edmonton in June 2006. The meeting resulted in a draft Terms of Reference.[5] A listserve was also established to facilitate ongoing communication. Frank Gelin assumed the co-chair position, along with Lucille Walter, Chair of ACAT. The next meeting will be in PEI this summer, and BCCAT staff has been instrumental in the organization of this meeting.

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[3] For a recent example, see Section 5.3.g regarding the Council's role on the issue of degree recognition.
[4] The Protocol is provided in Appendix G of this report.
[5] The draft Terms of Reference for PCCAT are provided in Appendix H of this report.

- ***Saskatchewan Council on Admissions and Transfer (SaskCAT):*** BCCAT continues to maintain contact with this Council by sharing its resources with them and this year provided input on their communication agenda and other topics.

BCCAT also continues to interact with the following organizations:

- Association of Canadian Community Colleges (ACCC)
- Association of Registrars of Universities and Colleges of Canada (ARUCC)
- Association of Universities and Colleges of Canada (AUCC)
- Canadian Council on Learning
- EDUCAUSE
- Edudata Canada
- Human Resources and Skills Development Canada (HRSDC)
- National Academic Advising Association (NACADA) (Pacific Northwest)
- Ontario College-University Consortium Council
- Pacific Northwest Association for Institutional Research and Planning

APPENDIX A 2006-07 PUBLICATIONS AND RESOURCES

BCCAT Publications and Resources – April 1, 2006 – March 31, 2007

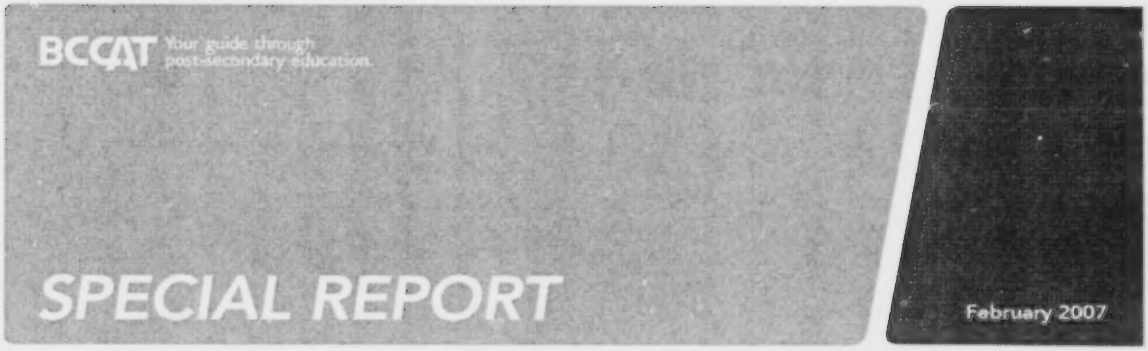
This appendix lists all of the publications and resources produced by BCCAT during the 2006-07 fiscal year, including their web locations.[1] All such documents are included in the package sent to the Ministry of Advanced Education.

APRIL 2006	**1. Report:**	***2005-06 BCCAT Annual Report to AVED*** 1000 copies; general distribution. [2] www.bccat.bc.ca/pubs/ar05-06.pdf
MAY 2006	**2. Newsletter:**	***Research Results: 2005 Mobility of Transfer Students in BC*** 1100 copies; general distribution. www.bccat.bc.ca/pubs/rr_may06.pdf
JUNE 2006	**3. Discussion Paper:**	***Recognition of Degrees from Non-AUCC Member Institutions: A Review of Issues*** 1000 copies; general distribution, including key contacts nation-wide. www.bccat.bc.ca/pubs/degreerecognition.pdf
JULY 2006	**4. Report:**	***Undergraduate Student Survey on Student Satisfaction & Engagement: Transfer Student Experience vs. Direct Entry Student Experience*** 50 copies for limited distribution; web-posted. [3] www.bccat.bc.ca/pubs/ubcengagement05.pdf
	5. Report:	***2006/07 BC University Targets & Cut-off Points for New Undergraduate Students*** web-posted www.bccat.bc.ca/pubs/2006targets.pdf
OCTOBER 2006	**6. Report:**	***Recalibrating the BC Transfer System - A BCCAT Consultation: Final Report*** web-posted www.bccat.bc.ca/pubs/recalibration.pdf
	7. Resource:	***Instructor Qualifications for Transferable Courses*** web-posted www.bccat.bc.ca/pubs/qualifications.pdf
NOVEMBER 2006	**8. Website:**	***BCCAT.bc.ca (redesigned)*** Notice of launch sent to all contacts throughout the BC Transfer System. www.bccat.bc.ca
DECEMBER 2006	**9. Newsletter:**	***Research Results: Transfer Students: What Universities Need to Know*** 3000 copies; general distribution, including bulk mailing to institutions. www.bccat.bc.ca/pubs/rr_dec06.pdf
	10. Newsletter	***Engage (BCCAT Fall/Winter Newsletter)*** 3000 copies; general distribution, including bulk mailing to institutions. www.bccat.bc.ca/pubs/engagedec06.pdf
	11. Resource:	***What Institutions in Canada or in British Columbia are "Accredited"?*** web-posted www.bccat.bc.ca/transfer/accreditation.cfm
	12. Newsletter:	***Special Report: Degree Partnerships in the BC Context*** 750 copies; general distribution. www.bccat.bc.ca/pubs/sr_dec06.pdf

[1] BCCAT publications are also accessible through a new search facility on the BCCAT website at www.bccat.bc.ca/publications.
[2] General distribution list includes the following: AVED, institutional presidents, VPs Academic, VPs Student Services, Ed. Council & Senate Chairs, IR Offices, Council and committees, system organizations.
[3] Report distribution list includes the following: AVED, institutional presidents, VPs Academic, VPs Student Services, IR Offices, Council and committees, system organizations.

APPENDIX A 2006-07 PUBLICATIONS AND RESOURCES

FEBRUARY 2007	**13. Newsletter:**	***Special Report: Campus 2020: Thinking Ahead: Submission by BCCAT*** 1000 copies; general distribution. www.bccat.bc.ca/pubs/bccat2020.pdf
	14. Handbook:	***The Articulation Committee Companion*** 1000 copies; Articulation Chairs, SLPs, and Articulation Committee Members. www.bccat.bc.ca/articulation/companion/index.cfm
MARCH 2007	**15. Policy Statement:**	***Private Degree-Granting Institutions Policy (Revision 1.0 March 2007)*** web-posted www.bccat.bc.ca/pubs/private.pdf
	16. Report:	***BC Jurisdictional Report for CMEC*** web-posted www.bccat.bc.ca/pubs/cmec.pdf



CAMPUS 2020: Thinking Ahead:
Submission by the BC Council on Admissions & Transfer

BCCAT was established as an independent arms-length agency by government in 1989, with members being appointed by the Ministry of Advanced Education and with a mandate to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. This paper has been written to provide advice from the Council to the Campus 2020 consultation in areas that relate to BCCAT's mandate.

BC'S POST-SECONDARY SYSTEM TODAY

Over the last several decades, BC has developed a highly differentiated public post-secondary system of autonomous institutions with varying mandates. These institutions compete with each other for resources and students but also cooperate in system-wide initiatives that benefit students. A good example of system-wide cooperation is the maintenance of transfer agreements that ensure that students who take equivalent courses at one institution will be granted credit at another to continue their education. BC's transfer system, coordinated by BCCAT and including public and private institutions, is often cited as a model of a high-functioning transfer environment in North America. In recent years the post-secondary system, and hence the BC transfer system, has become more complex, with a blurring of institutional mandates and more diverse opportunities for students. Public colleges, university colleges, and institutes have been given authority to offer degrees, and legislation has allowed private institutions to play a greater degree-granting role. There are now well over 100 degree programs being offered at these institutions and many more are currently under development. A major challenge is to ensure continuing and efficient student mobility and transferability of credits across this broad array of institutions with changing mandates.

A major challenge is to ensure continuing and efficient student mobility and transferability of credits across this broad array of institutions with changing mandates.

THE IDEAL POST-SECONDARY SYSTEM IN 2020

This paper will address five factors critical to the evolution of our post-secondary system. But first, we would like to paint a brief picture of an ideal, flexible post-secondary system, from the perspective of students.

By 2020, the secondary and post-secondary systems have built sustainable relationships and bridging programs to maximize both the number of students moving into post-secondary and the success of students making the transition. High school students and adult learners have access to accurate, current information about post-secondary options and diverse learning/career paths. Adequate spaces in an appropriate mix of programs are available in the post-secondary system for qualified students.

Universally accepted quality assurance mechanisms are in place to ensure the quality of programs and the portability of credentials within BC and across Canada, both at public and private institutions. Students know at the outset whether or not credit achieved at one institution is transferable to another and are assured that, with appropriate planning, a degree can be completed in the same amount of time regardless of whether they attend one or more institutions in pursuit of their goal. Numerous laddering opportunities exist so that students can complete a certificate or diploma at one institution and continue to the next level at the same or another institution, possibly after taking time off for work or other endeavours. Learning opportunities are available in a number of modes, including face-to-face and through the use of technology. Employers support their employees engaging in life-long learning opportunities and provide them with the flexibility they need to pursue further studies.

REALIZING THE VISION: FIVE CRITICAL FACTORS

In order to build on the success of the post-secondary system of today to achieve the ideal system described above, we will discuss critical factors as they relate to the core components of BCCAT's mandate. Despite, or possibly because of, the absence of legislative or regulatory authority, BCCAT has experienced remarkable success in achieving the objectives of this mandate. Part of that success rests on the research we have conducted and the extensive experience we have amassed working at the system level. Based on both empirical evidence and depth and breadth of experience in the post-secondary arena, we identify five areas in which substantive improvement by 2020 will a) facilitate student mobility and degree completion opportunities, b) ensure program quality, and c) improve the capacity of the system to plan more efficiently. Our recommendations specify actions that can be taken by government, by institutions, and by the Council itself.

Student Mobility and Transition

BC Grade 12 graduates can take alternate routes to degree completion: they can attend a degree-granting institution directly from high school, they can first attend a college or university college and then transfer to another institution to complete their degree, or they can enrol in programs that are delivered through collaborative arrangements among two or more institutions. Ongoing communication at the curricular level between high school instructors and post-secondary faculty is vital to maximizing student success once the transition is made.

...it is essential that receiving institutions provide reasonable and predictable access to degree completion spaces for both direct entry and transfer students...

Recommendations:

1. For students to feel confident that either route will earn them a degree, it is essential that receiving institutions provide reasonable and predictable access to degree completion spaces for both direct entry and transfer students and clearly commit to policies that promote both routes as viable options to degree completion.
2. BCCAT urges government to establish effective, ongoing structures to facilitate communication between the secondary and post-secondary systems on matters related to student transitions.
3. BCCAT recommends that as soon as possible, government restore funding to enable secondary school representatives to join post-secondary Articulation Committees, which are BCCAT-supported committees that meet regularly to discuss inter-institutional curricular issues.

Transferability of Credit

A major reason for the success of the BC transfer system is the large volume of course-to-course and block transfer agreements that have been negotiated by faculty at institutions. These agreements guarantee transfer credit for equivalent learning. Besides continuing to expand transfer agreements, it is necessary to move beyond our existing model to one in which we recognize that students move in a huge variety of directions, traditional and non-traditional; that students move among universities and other degree-granting institutions; that students in career/technical and trades programs (and not

just those in academic disciplines) need transfer information and opportunities; and that students in high quality private institutions should be able to transport credit between private and public institutions and among private institutions.

Recommendations:

1. Expansion of the BC transfer system must proceed in a careful manner to extend the benefits of transfer to students in programs and institutions currently outside of that system, while ensuring quality and safeguarding the collaborative relationships among institutions that are the foundation of the transfer system.
2. Such expansion must ensure that we are taking advantage of the latest technologies to streamline transfer credit negotiation and administration, maximize information available to students, and minimize institutional resource burdens.

Given that students are often uncertain as to what institution they will be admitted to for further study, it is imperative that institutions are flexible in enabling students to meet lower division requirements so that they have multiple options for enrolling in advanced courses.

Applicability of Credit

Just as important as awarding transfer credit is the applicability of that credit to credential completion. In 2020, many more institutions will be offering equivalent degrees in similar areas of study. Given that students are often uncertain as to what institution they will be admitted to for further study, it is imperative that institutions are flexible in enabling students to meet lower division requirements so that they have multiple options for enrolling in advanced courses.

Recommendations:

1. Institutions should consider, wherever possible, modifying degree requirements for equivalent programs to include more electives or adopting more flexible policies about what courses will satisfy program requirements.
2. Provided that care is taken to ensure success for transferring students, flexibility in the applicability of credit should be based on the objective that a student can complete a credential in the same amount of time whether or not he or she is a transfer student.

Program Quality and Institutional Accreditation

The expanding post-secondary system has meant new degrees being offered in different ways and for different purposes by institutions that have not traditionally offered degrees (for instance, colleges and institutes, public and private). This expansion has occurred across Canada in the absence of any standard degree nomenclature or universally accepted means of providing institutional and program accreditation. The result has been that some Canadian universities are not considering graduates of applied and other baccalaureate degrees in BC for admission to graduate or professional programs, severely disadvantaging students who then are unable to proceed with their education.

Recommendations:

1. Over the next several years, work must proceed across Canada to ensure the recognition and portability of appropriate degrees for entrance to graduate and professional programs.
2. There should be an examination of the implications and feasibility of developing national and/or regional accrediting agencies to assess and validate, against rigorous criteria, the quality of institutions and programs at public and private institutions.
3. It is in BC's fundamental interest to play a key role in that examination.

...work must proceed across Canada to ensure the recognition and portability of appropriate degrees for entrance to graduate and professional programs.

Availability of Consistent and Reliable Data

The Student Transitions Project (STP) is a recent collaborative effort of the Ministries of Education and Advanced Education and BC's public post-

secondary institutions to share student data to answer important questions on student mobility. The information that the STP has been able to glean and disseminate about the flow of students into and among post-secondary institutions has been groundbreaking in its depth and breadth, but still falls short of what the system needs for sound, evidence-based enrolment decision making. As technology advances, the transfer of data from institutions to a central databank and among institutions should become much simpler and could be accomplished on a continuous or on-demand basis. However, under-resourced ministries and institutions that can only provide sporadic system-level data will not result in the culture of data-based planning that is desirable.

...we must build an integrated data set that includes secondary and post-secondary student data...to provide reliable reports on student mobility at predictable times to assist government and institutions with their planning.

Recommendations:

1. Over the next several years, we must build an integrated data set that includes secondary and post-secondary student data that can be carefully analyzed to provide reliable reports on student mobility at predictable times to assist government and institutions with their planning. Data should be collected and analyzed for both post-secondary applicants and registrants.
2. Including data on students from private institutions will build a better understanding of the role that these institutions play in meeting the post-secondary needs of British Columbians. This will require enabling the Ministry of Education to assign the Personal Education Number (PEN) to private institution students to allow tracking across institutions and systems.
3. Government should commit adequate resources to build a systematic approach to data collection, analysis, and reporting.

THE NEED FOR AN INTENTIONAL APPROACH

In order to accomplish the work in the five critical areas and move towards the kind of ideal education system described above, an intentional rather than "laissez-faire" approach must be taken by both government and post-secondary institutions. Clear goals relating to (a) student mobility and (b) the flexibility and accessibility of the post-secondary system to accommodate that mobility should be set as part of the broader discussion on the future framework under which post-secondary education will operate. Accomplishing these goals will require a high level of cooperation among autonomous institutions that have a history of collaboration on system initiatives, like transfer. Government would play the key roles of funding adequate numbers of spaces for students and leading discussions to establish system-wide, measurable goals for which both government and institutions would be held accountable. Government should not become involved in micro-managing the system but should rather provide latitude to autonomous institutions, working in collaboration, to determine how system-level goals in the areas of admission and transfer are to be met.

In order to accomplish the work in the five critical areas and move towards the kind of ideal education system described above, an intentional rather than "laissez-faire" approach must be taken by both government and post-secondary institutions.

Such an intentional approach, with measurable goals and clear timelines for achieving them, will build on our existing successes; provide evidence of quality assurance to facilitate degree recognition nationally and internationally; improve the capacity of institutions and the system to plan more effectively; and result in a more flexible, responsive, and effective system of student mobility and transfer in 2020.

BC Council on Admissions & Transfer
709 – 555 Seymour Street
Vancouver BC Canada V6B 3H6
bccat.bc.ca | admin@bccat.bc.ca
t 604 412 7700 | f 604 683 0576

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EDUCATIONPLANNER.BC.CA

APPENDIX C RECALIBRATION CONSULTATION (UPDATE)

Recalibrating the BC Transfer System: Update April 2007

BACKGROUND: WHY RECALIBRATE?

- Sending/receiving designation out of date – does not reflect institutional realities of 2007
- Multidirectional movement of students
- Including private and out-of-province
- in non-traditional programs
- Traditional transfer still facing challenges
- Need for information for planning

CONSULTATION PROCESS

- Online survey
- Meetings, including last year's annual meeting
- Total of 290 respondents/participants
- Vast store of experience – well informed advice
- Predominantly from insider perspective
- Only 4 student responses to main survey, therefore students survey designed:
    - Launched late August 2006
    - Closed end of September
    - Linked from BC Transfer Guide, iPod prize
    - 146 responses
    - Some questions similar to Recalibrating Survey, some different

RESULTS AND PROGRESS TO DATE

Sending/Receiving Designations

- 94% agreed that all institutions should be able to request designation as BOTH sending and receiving
- Over half felt that BCCAT should manage and coordinate that process
- *What we plan:*
    - Feb 2 Annual meeting of articulation committee chairs and SLPs, plus March 1 workshop with BCRA DONE
    - Final recommendations, with "best practice" paper IN PROCESS

Regional Transfer Guides and Transfer Protocols

- Regional TGs not a popular suggestion
- Seen as second class option, possible disadvantaging students
- Protocols better than nothing, but students need to know exactly what credit they'll get
    - *What we plan:*
    - No regionally-limited transfer guides ONGOING
    - We'll facilitate protocols at request of institutions but not promote as alternative to course-to-course transfer ONGOING

Converting Case-by-Case to Articulation-Based Transfer

Highest Ranked by institutions

- College to college 29%
- University to university 14%
- To BCIT 11%
- Third/fourth year 9%

Highest ranked by students

- University to university 37%
- Out-of-province transfer 27%
- Third/fourth year 24%
- College to college 23%
- *What we plan*
  - Lift designation restrictions
    - Over time many more will send and receive IN PROCESS
  - Conduct research, if feasible, into
    - University to university transfer 07/08
    - Transfer to BCIT 07/08

Public/Private Articulation

- 56% said we should publish public/private agreements, at request of public institution
- Where response focused on students' needs, answer tended to be yes
- Where response focused on institutional quality, response tended to be no
- *What we plan*
  - Review private degree-granting articulation policy DONE
  - Gather data on students attending private institution and especially on those in potentially transferable programs IN PROCESS
  - Continue work on more comprehensive approach 07/08

Out-Of-Province Articulation

- 66% felt we should consider "justifiable exceptions"
- Since then, Athabasca University has acquired Exempt status and applied for membership in the BC Transfer System
- *What we plan:*
  - An "issues" paper outlining the advantages, disadvantages and policy options. Not yet underway. 07/08

Program Transfer Information and Transfer Innovations Projects

- 71% expressed support for Flexible Pre-Majors (less support at universities)
- 63% felt we needed more program-specific transfer information, especially in career programs
- *What we plan*
  - Continued support for transfer projects ONGOING
  - Priority given to projects in high-traffic disciplines (FPMs and multi-lateral guides), both academic and career

Other recommendations

- Ensure an efficient and effective transfer environment for students, while respecting the autonomy of institutions and their capacity to undertake changes in policy or practice.
- Ensure that ... changes do not result in unintended negative consequences for students or place undue administrative burdens on institutions or on BCCAT.
- Disseminate information/ resources to target audiences, and examine how best to make technology accessible to institutions through web services.

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

Private Degree-Granting Institutions Policy[1] Revision 1.0 March 2007

Preamble

An extensive consultation with institutions in the BC Transfer System confirmed support for the proposition that private institutions operating in BC with Minister's Consent for their degree program(s) should be eligible to request articulation within the System on a program by program basis. In March 2004, therefore, the BC Council on Admissions and Transfer passed the following resolution:

Motion: *On the basis of the recommendation of the TAC [Transfer & Articulation Committee], to accept for admission to the BC Transfer System a private [or out-of-province][2] degree-granting institution provided that:*

1. *the institution has undergone the DQAB quality assessment process with a positive outcome;*
2. *the Minister has given consent to the institution to offer a degree program in BC;*
3. *the approval to request articulation is only for those degree programs with Minister's Consent; and*
4. *the institution agrees to accept and abide by the Principles and Guidelines for Transfer and other norms of the BC Transfer System.*

While a decision to articulate rests with the receiving institutions, any institution that declines to articulate should provide a sound rationale for its decision, and indicate to the sending institution what deficiencies or barriers must be addressed before it can re-apply.

The following document outlines the policies and processes under which this resolution is implemented. The Policy was revised and updated in March 2007 (Revision 1.0). Any and all provisions of this policy, whenever revised and approved by Council, apply to all Program Members, regardless of admission date.

This policy does not include or refer to institutions with exempt status. The BC Council on Admissions and Transfer is currently considering its position in regards to private or out-of-province institutions who are not members of the BC Transfer System and who receive exempt status through the DQAB process, as to what is required for such institutions to be approved to request articulation either as program or institutional members.

Provisions of the Policy

1. Ability to Articulate Degree Programs with Minister's Consent

The Degree Quality Assessment Board (DQAB) website records each time a new degree program at a private institution is approved. The website specifies whether the degree program has undergone the DQAB's quality assessment process with a recommendation for approval, and whether it has received Minister's Consent. According to Council's resolution noted above, both conditions must be met before an appropriate degree program, or the courses within that program, can be articulated within the BC Transfer System (see Item 4: Programs Appropriate for Articulation). A private institution with an appropriate program meeting these conditions can request that BCCAT list it as a "Program Member" of the BC Transfer System, approved to request formal articulation within the system.

2. Articulation Limited to Degree Programs with Consent

The approval to request articulation extends only to degree programs meeting the conditions stipulated in Item 1 above. It does not include other programs at the same institution, unless they also meet these conditions[3]. Thus, it is not the institution per se that is approved for formal articulation but selected degree program(s) delivered at the institutional location(s) indicated in the Minister's Consent. However, it is understood that the institution bears responsibility for the program(s) and for administrative support of articulation and transfer processes, therefore the term "Program Member" is used in this document, and in the BC Transfer Guide, to denote the institutional entity responsible for articulation within the BC Transfer System.

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[1] Previously titled: *Policy and Processes under which a Private Degree-Granting Institution Articulates Approved Degree Programs within the B.C Transfer System*

[2] A separate policy will cover out-of-province institutions operating in BC with Minister's consent.

[3] For example, a diploma program associated with the degree as an early exit point and included in the DQAB assessment process could be considered an " approved" program.

3. Special Conditions Associated with Consent

Any special conditions associated with Consent (such as a requirement to articulate courses successfully before final Consent is given, or requirements concerning learning resources, instructors, or physical plant) will be taken into account and may be reflected in the Letter of Assurance (see item 6 below).

4. Institutions/Programs Appropriate for Articulation

Programs at private institutions with unique or specific missions, those offered only at the graduate level, or those with no parallels within the BC Transfer System, may not be appropriate for articulation within the BC Transfer System. In such cases, BCCAT reserves the right not to proceed with the Program Member's admission to the BC Transfer System. BCCAT also reserves the right to refuse or delay admission to an institution where, in the course of the admission process, concerns are raised such as those outlined in items 18 and 19 of this policy.

5. Formal Articulation and the BC Transfer Guide

"Formal articulation" refers to the process whereby one institution submits course or program outlines to another institution and requests transfer credit though BCCAT's Transfer Credit Evaluation System. Resulting transfer credit agreements are recorded in the BC Transfer Guide. A variant of formal articulation involves the "Transfer Protocols," discussed in item 13, below.

6. Provision of Assurances to BCCAT

Before the Program Member can be listed in the BC Transfer Guide and arrange formal articulation agreements, it must provide assurances to BCCAT that it will undertake to abide by the Principles and Guidelines for Transfer, as well as the other norms of the BC Transfer System by signing the *Letter of Assurance* provided at Appendix A. The Letter constitutes a contract between the new institution and BCCAT.

7. Sending and Receiving Institutions

Institutions are listed in the course-to-course section of the BC Transfer Guide as either "*sending institutions*" or "*receiving institutions*" depending on their primary function. Traditionally, with regard to transfer, colleges *send* their students to universities who *receive* students for degree completion. Currently, only university colleges as well as Thompson Rivers University and its Open Learning division are listed as both sending and receiving institutions.

8. Baccalaureate Degrees - Receiving Institutions

Where baccalaureate programs receive Minister's Consent and subsequent approval to request articulation in the BC Transfer System, it is assumed that the primary function of the Program Member within the BC Transfer System will be, upon request, to assess the equivalency of courses offered by sending institutions and to grant (or deny) transfer credit for those courses. For this reason, they will be listed as receiving institutions/programs.

9. Associate Degrees - Sending Institutions

Since the BC Associate Degree ladders into baccalaureate arts and science degrees and can be equated to the first two years of many baccalaureate degrees, program members with provisional Minister's Consent[4] to confer a BC Associate Degree are listed as sending institutions. These members are initially eligible to seek formal articulation with BC Research Universities only (SFU, UBC, UBCO, UNBC & UVIC), until such time as the terms of their provisional Consent are fulfilled.

10. Reciprocity

Reciprocity of transfer credit may occur in practice but is not required. Therefore program members that assign transfer credit to courses from another institution can not assume, or represent, that their courses, in turn, will receive transfer credit at the other institution.

11. Block Transfer and Other Transfer Guides

Program Members are also approved to negotiate block transfer agreements with other institutions in the BC Transfer System. According to such an agreement, the Program Member can be listed as a sending or receiving institution in the Block Transfer section of the BC Transfer Guide. Program members may also apply, to the articulation committee that manages it, to participate in any relevant program-specific transfer guides.

[4]Each course in the BC Associate Degree must be articulated with one or more of the BC research universities. Therefore, until the institution can articulate 20 or more courses with one or more of these universities, consent is not finalized.

12. Effective Date of Transfer Agreements

All transfer agreements are effective as of the date specified on the Transfer Credit Evaluation System. Transfer credit will not be published in the BC Transfer Guide with an effective date that is earlier than the date of Minister's Consent. Student requests for retroactive credit are handled on a case-by-case basis by institutions.

13. Transfer Protocols

If, in the opinion of a receiving institution, a sound business case does not exist for course-to-course articulation (that is, it is unlikely that enough students will transfer to justify the time and expense of articulation), that receiving institution may opt to provide assurances to a new or existing Program Member that its degree courses/programs will be recognised for transfer credit on a case-by-case basis.

If the Program Member wishes to formalise such an understanding, in order to provide appropriate assurance to its students, it can request that the institutions sign a "transfer protocol" (see BCCAT for suggested protocol templates). A transfer protocol states that transfer between the two institutions will occur, but will be managed on a case-by-case, student-request basis, such as currently happens between universities in BC. The signing of such a protocol does not prevent institutions from formally articulating specific courses where warranted. Transfer Protocols may be recorded, as requested and as appropriate, in the BC Transfer Guide.

14. Declining to Articulate Requires a Sound Rationale

While any decision to articulate rests with the receiving institution, any institution that declines to articulate with a new or existing Program Member (either through formal articulation or through a Transfer Protocol) should provide a sound rationale for its decision, and indicate to the Program Member what issues must be addressed before it can re-apply. If the Program Member perceives the decisions to be unreasonable or unfair, and is unable to resolve the issues, it can request that BCCAT mediate the dispute.[5]

15. BCCAT Articulation Fees

While BCCAT does not currently charge any institution directly for the costs involved in being listed in the BC Transfer Guide, for mediation services, or for assistance with other aspects of participation in the BC Transfer System, it may in the future assess charges for private institutions on a cost-recovery basis.

16. Institutional Articulation Fees

In addition to possible charges from BCCAT, each institution will make its own determination as to whether and how much to charge private institutions for the costs associated with negotiating and maintaining articulation agreements.

17. Probationary Period

Approval to articulate is for a probationary period of three years from the date of admission. During that time, the Program Member must report annually to BCCAT on its articulation activities and on any matters relevant to its membership in the BC Transfer System. After three consecutive years of satisfactory performance, program membership is considered ongoing, subject to 18 and 19, below, and provided that BCCAT has had no substantive concerns during that time that were not addressed to the satisfaction of the Council.

18. Discretion of BCCAT to Suspend or Revoke Membership

If there is evidence that a Program Member:

- is not adhering to the Principles and Guidelines for Transfer;
- is not fulfilling its obligations as detailed in the Letter of Assurance;
- has demonstrably failed to meet the academic standards expected in the program/discipline;
- has plagiarised the work of other institutions;
- has made false or misleading claims about the transferability of its courses or programs or about the nature of its participation in the BC Transfer System; or
- has been the subject of legitimate concerns or complaints raised or investigations, undertaken by other institutions, professional accrediting bodies, the DQAB, PCTIA, government, police or border services, or any other relevant body inside or outside BC, that have not, in the opinion of the Council, been adequately addressed;

the Program Member may be given a notice of suspension by the Council. If the Program Member does not satisfactorily address the concerns or deficiencies within 60 days of dispatch of the notice, membership in the BC Transfer System may be suspended or revoked[6].

[5]Terms or criteria established by professional accrediting bodies can impact on an institutions' ability to grant transfer credit and in such cases neither the institution nor BCCAT may be in a position to affect the decision. Mediation entails facilitating further discussions between the institutions with the goal of achieving a mutually acceptable outcome. Although BCCAT may suggest possible solutions, it has no authority to impose a binding resolution to the issues in dispute.

[6]Suspension may involve removal of the institution from the BC Transfer Guide until stipulated criteria have been met, or sanctions of other kinds at the discretion of the Council.

In cases where there is evidence of a clear violation of the Letter of Assurance membership may be revoked immediately by motion of Council. Every effort will be made to safeguard the educational interests of students enrolled in institutions whose membership is suspended or revoked.

19. Revocation of Minister's Consent

Suspension, revocation or amendment of Minister's Consent will result in the automatic review of the institution's program membership in the BC Transfer System.

20. Duty to inform

a) BCCAT will inform the DQAB, the PCTIA and the Ministry of Advanced Education about any concerns or any disciplinary action involving the Program Member.

b) The Program Member must inform BCCAT immediately of any disciplinary action or censure it incurs, or any investigation into its operations undertaken by government, DQAB, PCTIA, any professional accrediting organization, or any other relevant body inside or outside BC.

21. Requesting Reconsideration

The Program Member may request reconsideration of decisions or actions of BCCAT in writing to the Council. The Council may appoint a panel to review the case and recommend outcomes.

22. Revisions to this Policy

BCCAT may review, from time to time, the provisions of this policy, and make such changes as deemed necessary by the findings of such review.

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

CONTRACT/LETTER OF ASSURANCE

Between _____

and the

BC Council on Admissions and Transfer

Institution Address: _____

Degree Program(s) to be listed in the BC Transfer Guide: _____

_____

As participants in the BC Transfer System, we undertake to adhere to the norms of the system and to follow, to the best of our ability, best institutional practice in participating in all aspects of articulation and transfer within the system. We will:

- Familiarize ourselves with and disseminate within our institution BCCAT's *Private Degree-Granting Articulation Framework*.
- Comply with the BC Principles and Guidelines for Transfer.
- Familiarise ourselves with BCCAT's *Private Degree-Granting Institutions Policy*, and adhere to the requirements of this policy.
- Follow best practice, as described in BCCAT documents such as the *BC Transfer Guide*, the *How to Articulate Handbook* and the *Articulation Committee Companion*, with regard to the articulation of courses and programs.

- Implement, in a timely fashion, the internal administrative processes necessary to have all formally articulated courses listed and updated as required in the BC Transfer Guide.
- Name an Institutional Contact Person (ICP) for BCCAT. This person will initially be _____ (email address:) and he/she will fulfill the role of ICP as laid out in the Terms of Reference for the ICP Committee.
- Use the BCCAT web-based Transfer Credit Evaluation System for all formal articulation requests, and provide BCCAT with the name of a Transfer Credit Contact (TCC) Person. This person will initially be _____ (email address:). This person can be the same as the ICP.
- Use a sufficiently detailed course outline form [such as the BCCAT Provincial Transfer Friendly Course Outline: http://www.bccat.bc.ca/outline] for all courses for which articulation is being requested.
- Provide, as requested, all other curricular and academic information that an articulating institution may deem necessary for the assessment of course or program equivalence.
- Be informed by existing course outlines as appropriate to the discipline, but will ensure that our course outlines do not contravene intellectual property laws; nor will we use the curricular or instructional materials of others without their written consent.
- Use the Transfer Credit Evaluation System to articulate only courses and programs clearly related to the degree program(s) with Minister's Consent.
- Transmit and receive student transcripts and award transfer credit, in a timely manner. [For transcript standards, BCCAT recommends the National Transcript Guide (http://www.arucc.unb.ca/documents/transe.pdf) endorsed by the Association of Registrars of the Universities and Colleges Canada (ARUCC).] Where feasible, electronic data interchange of transcripts will be utilised.
- Send a representative to relevant articulation committees. This representative will be a full voting member of the committee. All details about articulation committees and the role of representatives can be found in the *Articulation Committee Companion*. (Please contact articulation@bccat.bc.ca for more information)
- Respect provincial norms regarding instructor qualifications for courses and programs to be articulated. BCCAT's position statement on *Instructor Qualifications for Transferable Courses* can be found at: www.bccat.bc.ca/articulation/qualification.cfm.
- Agree to assess and accept for transfer credit, on a case-by-case basis, *equivalent* courses completed at other institutions in the BC Transfer System where course-to-course articulation has not been established and recorded in the BC Transfer Guide for structural (e.g. articulation between two receiving institutions not normally recorded) or business (not enough students to justify articulation) reasons. This can be done through a *Transfer Protocol*.
- Provide clear and accurate information to current and prospective students about transfer agreements and will not, in any print, web-based, audio, video or other publications, or when recruiting or advising students, make false, overstated or misleading claims about the nature of our participation in the BC Transfer System and/or the benefits accruing to students.
- Engage in articulation and transfer processes as sincere members of the BC Transfer System, with the aim of facilitating appropriate student mobility and transfer, and not use this membership for purely promotional or marketing purposes.
- Alert BCCAT immediately to any situations that may impact on our ability to participate fully in the BC Transfer System.
- Inform BCCAT of any investigation of our operations undertaken by government, DQAB, PCTIA, any professional accrediting organization, or any other relevant body inside or outside BC, and inform BCCAT of the outcomes of any such investigation.

Signed on this _____ day of _____ in the year of _____ on behalf the

Institution by: _____

Please print name: _____

Copies: 1: Registrar

2: Transfer & Technology Coordinator, BCCAT

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

June 2006

Recognition of Degrees from Non-AUCC Member Institutions: A Review of Issues

Background

In recent years opportunities to complete baccalaureate and applied degrees have expanded considerably in Canada. This expansion is occurring in large part because of increasing qualifications required in many specialized professions and the concomitant demand for greater access to degree completion opportunities. New degrees have been developed in different ways for different purposes. Some of these degrees include courses consistent with those in a traditional baccalaureate degree in the Arts and Sciences. Other degrees are intended primarily to prepare students for employment in a specific occupation or field and are referred to as applied degrees. Some applied degrees may be considered terminal in nature in that their employment skills focus is not intended as preparation for graduate and professional programs. On the other hand, applied degrees in professional programs often carry a clear implication that graduates may continue with graduate level studies. For instance, colleges and university colleges in BC offer the Bachelor of Business Administration as preparation for both employment and further education. Indeed, legislation in BC uses the term "applied baccalaureate" to describe these degrees. However, the distinctions between traditional baccalaureate degrees, terminal applied degrees, and applied baccalaureate degrees offered in various provinces are not always clear, and these degrees can be conferred by a variety of post-secondary institutions.

Most undergraduate degrees in Canada are offered by traditional universities with membership in the Association of Universities and Colleges of Canada (AUCC). Over time, AUCC membership has come to be viewed as a *de facto* indication of the quality of an institution and its programs, and this membership normally coincided, in the past, with the authority to offer degrees under provincial legislation. Most of the new applied and applied baccalaureate degrees are located in colleges and institutes – institutions that have not traditionally offered degree-level programming and that are not AUCC members. In BC, university colleges offer both applied and traditional baccalaureate degrees. Two of these university colleges are members of AUCC while a third is not. Universities in Canada also offer degrees that are very similar to applied baccalaureate degrees in professional program areas such as nursing and business. Thus we have a situation in which different kinds of post-secondary institutions, some with and others without AUCC membership, are offering different kinds of degrees that have not been well defined.

Some universities have refused to accept graduates with different kinds of applied baccalaureate degrees into graduate and professional programs for a number of reasons: (a) lack of knowledge about the new degrees and their content and intent; (b) concerns about the quality and rigour of applied degree programs offered by colleges, university colleges, and institutes; and (c) questions about the appropriateness of applied degrees as preparation for further study. In the absence of any national or regional accreditation process in Canada that could be used as an assurance of quality of institutions and/or their degrees, some universities have used the AUCC membership status of the institution conferring the degree as the determining factor in whether or not that student would be considered for graduate studies. This is being done

Recognition of Degrees from Non-AUCC Member Institutions:
A Review of Issues *(cont'd)*

even though AUCC is not an accrediting agency but is an organization in which institutions seek membership to benefit from its public policy, communications, research, and advocacy roles.[1] Furthermore, many of the new degree-granting institutions in Canada may have difficulty meeting criteria for AUCC membership because of the nature of their program base and the focus on teaching rather than research and scholarly activity.

This situation is of particular importance in Ontario, Alberta, and BC where the provincial governments have expanded access to baccalaureate, applied, and applied baccalaureate degrees through the non-university, post-secondary sector. Students graduating from these degree programs and wishing to continue their studies are seeking access to graduate and professional programs at universities across Canada. This paper does not focus on terminal applied degrees that may be offered in other jurisdictions in Canada. The focus of this paper is on problems arising for graduates of applied baccalaureate degrees from colleges, university colleges, and provincial institutes in BC, both public and private. Such degrees in BC are four years in duration and blend theory and practice with the intention of preparing students both for employment and for advanced study in relevant graduate and professional programs.

1 It should be noted that Canadian universities normally consider applicants from American universities that are formally accredited by one of six regional accrediting associations. However, such associations only accredit the institution's organizational capacity to deliver quality degree programming and neither assess nor accredit specific degree programs.

The BC Situation

THE BC GOVERNMENT has been expanding access to undergraduate degree opportunities through the non-university, post-secondary sector over the last few decades. University colleges were first created in 1989, and university colleges and provincial institutes have had authority under provincial legislation to grant undergraduate degrees independently since 1995. Colleges were given authority under the Degree Authorization Act to grant "applied baccalaureate" degrees beginning in 2003. As in Ontario and Alberta, BC established a program review mechanism, the Degree Quality Assessment Board (DQAB), which rigorously assesses new degree proposals from public and private institutions to ensure quality. Although the DQAB does function as a quality assessment mechanism for new programs, it does not function as an accrediting agency.

BC has a long history of cooperation between colleges and universities because of its extensive transfer system, which allows students to receive credit towards a baccalaureate degree for appropriate first- and second-year courses taken at a college, university college, or institute. Due to these long-established relationships, applied baccalaureate degree graduates from a BC college, university college, or institute are *considered* for entrance to graduate studies and professional programs at BC universities. Whether or not the student received the degree from an AUCC institution will not determine his or her admissibility.

However, a few recent cases have emerged in which some Ontario universities will not consider for admission to graduate and professional programs graduates with applied baccalaureate degrees from non-AUCC institutions in BC. There are examples in which applied baccalaureate graduates from non-AUCC institutions have been accepted into universities; however, this often occurs after significant and time-consuming intervention from the originating institution.

A recent case is instructive. A graduate of the Bachelor of Music Degree in Jazz Studies at Capilano College in North Vancouver was informed by four Ontario universities that he could not be considered for entry to post-baccalaureate teacher education programs because his undergraduate degree was from a non-AUCC institution. Yet students from the same Jazz Studies degree, with the course work and instruction delivered by Capilano, would have been considered for graduate and professional studies in previous years because Capilano had offered the degree for more than a decade in partnership with the BC Open University (BCOU), which was a member of AUCC. Following the re-

ceipt of a letter from the President of Capilano, one of the universities stated that it would consider graduates of an institution that is not a member of AUCC on an individual basis.

Partly to address this challenge, Capilano has applied for accreditation through a regional accrediting association in the United States as no such accrediting agency exists in BC or Canada. Ironically, therefore, a Canadian institution is applying for American accreditation so that its graduates can be considered for admission to graduate studies at Canadian universities.

To summarize, colleges, university colleges, and provincial institutes, as well as private institutions, in BC can apply for Ministerial consent to grant applied baccalaureate and other degrees, following a rigorous quality review process by the DQAB. Nevertheless, some universities outside the province will not consider students for entrance to graduate and professional programs unless the degree-granting institution is an AUCC member. These universities question whether the degrees are designed to prepare students for graduate studies and are uncertain of the quality of the degrees. At the same time, there are no national or regional accrediting agencies in Canada to which institutions can apply. Students are caught in the middle of this conundrum as are post-secondary institutions across Canada that are being faced with decisions on recognition of these new degrees in the absence of a national framework for those decisions.

The Need for a Solution

GIVEN THE ENORMOUS public investment in expanding degree-granting opportunities for students in colleges, university colleges, and institutes, it is essential that Canadian institutions work together to find a solution to ensure the recognition and portability of appropriate degrees from non-AUCC institutions for entrance to graduate and professional programs at universities in Canada.

Part of the solution to this problem may lie in colleges, university colleges, and institutes in BC, as well as government, being proactive in providing information about the nature and intent of the new applied baccalaureate degrees. What are the features of the degrees that address universities' concerns with respect to quality and rigour? How has the content of the applied baccalaureate degree prepared students for graduate or professional level programs? With answers to questions such as these, universities can use this information to make their own informed decisions about whether or not to consider graduates of these degrees, rather than relying upon AUCC membership as a deciding factor. Colleges, university colleges, and institutes should also be clear with their students at the outset about whether the applied baccalaureate degrees are designed for access to graduate and professional level programs and, if so, at which universities. As well, any student that enrols in an applied baccalaureate degree with the goal of pursuing further studies should check with the institution delivering the degree about his or her admissibility to other post-secondary institutions.

Another viable approach in the long run may be the development of regional and/or national accrediting agencies. However, in the short run, universities in Canada that use AUCC status as a precondition for admission should undertake a review of their admission criteria to assess the appropriateness of using AUCC membership in admissions decisions. While the highly competitive nature of admissions is fully understood and appreciated, best practice nevertheless suggests *considering* all applicants from provincially approved degree-granting institutions. Applications are normally reviewed based on (a) conventional criteria that focus on the relevance of the undergraduate experience and baccalaureate degree completed and its match with the nature and expectations of the graduate or professional program, (b) specialized selection criteria appropriate to the program of study, (c) an assessment of academic achievement and other individual merits of the candidate, and (d) a determination of the student's potential for success.

APPENDIX F COU STATEMENT

COUNCIL OF
ONTARIO UNIVERSITIES

CONSEIL DES
UNIVERSITÉS DE L'ONTARIO

December 20, 2006

Dr. Philip Steenkamp
Deputy Minister of Training, Colleges and Universities
3rd Floor, Mowat Block
Toronto, ON M7A 1L2

Dear Deputy Minister:

Further to our earlier discussions about admission requirements to graduate and professional programs at provincially assisted universities in Ontario, please find attached the *COU Statement on Advanced Study at Provincially Assisted Ontario Universities*. It was prepared by the Working Group on University Undergraduate Level Degree Expectations, under the auspices of the Ontario Council of Academic Vice-Presidents.

The *Statement* clearly indicates that individuals who apply to graduate or professional programs at provincially assisted universities in Ontario will be considered for admission on a case by case basis.

We have posted the *Statement* on our web site (www.cou.on.ca) making it readily accessible to students and other key stakeholders, such as parents and high school guidance counselors, when considering postsecondary education pathways.

Feel free to contact me if you have any questions or comments.

Yours sincerely,

Ian D. Clark
President

cc: Ontario Council of Academic Vice-Presidents
Ontario Universities Council on Admissions
Ontario University Registrars' Association

Attch.

180 Dundas Street West, Suite 1100, Toronto Ontario M5G 1Z8 416 979-2165 Fax 416 979-8045
E-mail cou@cou.on.ca Web Site www.cou.on.ca

APPENDIX F COU STATEMENT

The COU Statement on Advanced Study at Provincially Assisted Ontario Universities is intended to serve as a guide for answering questions about the eligibility and admissibility of students with undergraduate degrees to university graduate and professional programs.

COU Statement on Advanced Study at
Provincially Assisted Ontario Universities

Ontario's provincially assisted universities are committed to maintaining high quality graduate and professional programs and to admitting students who are best qualified and most likely to succeed in these programs.

The universities are autonomous and make individual decisions to determine their admission requirements. As enrollment in graduate and professional programs is typically limited in number by institutional and departmental capacity, it is not possible to accept everyone who applies. Thus many applicants who meet the minimum entrance requirements are not admitted to these programs.

Applicants to provincially assisted universities in Ontario are considered for admission on an individual basis in a process whereby the appropriate range of academic and other relevant evidence is weighed.

Each applicant is considered on his or her own merits, according to standards set by each institution, program by program.

Council of Ontario Universities
December 7, 2006

Alberta Council on Admissions and Transfer

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

British Columbia / Alberta Transfer System Protocol

Approved by the Alberta Council on Admissions and Transfer on January 25th 2007

Approved by the British Columbia Council on Admissions and Transfer on March 9th 2007

Purpose of the Protocol

The purpose of this agreement is to provide assurance to students that they will receive transfer credit for courses or programs they have successfully completed *where the content/outcomes are demonstrably equivalent to those offered at the institution to which they transfer.*

This protocol is undertaken by the British Columbia Council on Admissions and Transfer (BCCAT) and the Alberta Council on Admissions and Transfer (ACAT) in lieu of formal articulation because it is unlikely that the volume of students transferring to institutions in the other province will justify the resources necessary to undertake a formal articulation on a course-to-course basis. Additionally, the mandates of BCCAT and ACAT have not traditionally extended to the provision of specific information on out-of-province transfer agreements. However, should the volume of student transfer justify formal articulation, or should institutions be desirous of doing so for particular reasons, this protocol does not preclude formal articulation between institutions across provincial boundaries.

The Protocol

- Given the desire of the governments of British Columbia and Alberta, as expressed in the memorandum of Understanding of April 28, 2006 to "improve the accessibility of the Province's post-secondary programs, particularly but not solely to students from Alberta and British Columbia," and their interest in "enhanced credit transfer between the Province's systems;" and
- given the many similarities of the BC and Alberta post-secondary and transfer environments; and
- given the importance of ensuring that students are treated equitably as they move between public institutions that are members of the BC Transfer System and the Alberta Transfer System; and
- given the assurance of the academic quality of private degree-granting institutions which have undergone evaluation and been recommended for approval through the quality assessment processes of the BC Degree Quality Assessment Board and the Campus Alberta Quality Council; and

Alberta Council on Admissions and Transfer

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

- given the need to reassure students that all relevant course work satisfactorily completed at an institution or in a program that is recognized for transfer credit in the BC Transfer Guide or the Alberta Transfer Guide will be considered for recognition of credit should they be granted admission at another institution, and within the residency requirements and other academic policies of each institution; and
- given the need to reassure students that the process of transferring to another institution in the BC or Alberta Transfer System will not result in undue additional costs or in the repetition of equivalent previous learning experiences and;
- given the inclusion of public colleges in the Yukon, Nunavut and the Northwest Territories in the BC and Alberta Transfer Systems:

BCCAT and ACAT commit to encouraging all member institutions of the BC Transfer System, which includes Yukon College, and the Alberta Transfer System, which includes Nunavut Arctic College in Nunavut and Aurora College in the Northwest Territories, to ensure that relevant, appropriate and equivalent course work completed by British Columbia and Alberta students will be recognized and fully credited for the purposes of granting a credential provided that:

- the transfer student is deemed admissible and has been presented with an offer of admission;
- the transfer student has achieved a passing grade in his/her course[s] and has obtained grade levels that would normally be required of continuing students; and
- the credits earned are related to the program of study in which the transfer student will register, or the credits can be counted as electives for the program of study.

Academic Autonomy

In requesting member institutions of the BC and Alberta Transfer Systems to adhere to this protocol on the transferability of credits, BCCAT and ACAT agree that:

- the protocol in no way infringes on the academic autonomy of the institution;
- the protocol applies to transfer students who are deemed admissible by the institution. It does not reflect on the policies and practices used by the institutions in deciding upon the admissibility of students who apply for admission with advanced standing;
- the protocol is consistent with the integrity of institutional programs and the right of institutions to determine program design and delivery, to determine academic prerequisites, and to establish admission criteria, residency requirements, and certification requirements of academic achievement; and
- the protocol is consistent with both the BC and the Alberta Principles and Guidelines for Transfer and with the norms of each Transfer System as detailed in the BC Transfer Guide and the Alberta Transfer Guide.

Alberta Council on Admissions and Transfer

BCCAT BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

Signatures

For the BC Council on Admissions & Transfer (BCCAT):

Dr. Franklin Gelin, Executive Director & Co-Chair *Date*

For the Alberta Council on Admissions & Transfer (ACAT):

Ms. Lucille Walter, Chair *Date*

This document is based on the Pan-Canadian Protocol on the Transferability of University Credits (see www.cmec.ca/postsec/transferabilit.en.stm) and on BCCAT's suggested template for a Transfer Protocol between institutions in the BC Transfer System.

APPENDIX H PCCAT TERMS OF REFERENCE (DRAFT)

PAN-CANADIAN CONSORTIUM ON ADMISSIONS AND TRANSFER

Draft Terms of Reference

Purpose

The purpose of the Consortium is to facilitate the implementation of policies and practices that support student mobility both within and among Provinces and Territories and granting of transfer credit in order to improve access to post-secondary education in Canada

Membership

Membership is open to all transfer credit professionals working in any province or territory in Canada, in government, institutions or agencies.

Leadership/Executive

There will normally be two co-chairs, preferably one from Eastern Canada and one from Western Canada, but at least from different provinces or territories. Chairs will be elected by the membership, and can serve for two year terms, renewable. Chairs' terms will ideally be staggered.

Meetings

Meetings may be held once a year, or occasionally, alternating between parts of the country. In addition, a listserv or other means of electronic communication will facilitate ongoing dialogue.

Objectives

1. To support and encourage student mobility and transfer of credit within each provincial/territorial jurisdictions
2. To support appropriate efforts to improve transfer of credits across jurisdictional boundaries.
3. To conduct and share research and data gathering/analysis.
4. To support and further the work of the CMEC Credit Transfer Working Group and to encourage the implementation of Pan-Canadian protocols on transfer credit.
5. To establish professional networking mechanisms that allow participants to regularly share issues, resolutions and best practices in transfer and admissions
6. To promote high standards in transfer credit assessment and administration
7. To facilitate inter-institutional cooperation and collaboration, through articulation committees or other means
8. To promote recognition of the legitimacy of transfer agreements within jurisdictions and to rely on credit agreements in jurisdictions as the basis of granting transfer credit in other jurisdictions.

BCCAT

709 – 555 Seymour Street
Vancouver BC Canada V6B 3H6
bccat.bc.ca | admin@bccat.bc.ca
t 604 412 7700 | f 604 683 0576